

INSTRUCTIONAL TEAMWORK ACADEMY



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Academy Introduction

Using the **Instructional Teamwork Academy** transparency (T1), review the modules with the paraeducators before beginning the academy along with the following.

This academy is designed for paraeducators to help them work effectively on a team. This course is recommended for teachers as well. Teachers and/or paraeducators may take this course without the other team member, but it is most effective when teams take the course together. These modules consist of introductory material regarding teamwork, delineation of roles and responsibilities, classroom instruction and behavior management.

This academy focuses on the issue of Instructional Teamwork. All of the skills covered are skills that teachers and paraeducators use in isolation as they are teaching students. In order for there to be good teamwork across the school day, teachers need to be able to rely on paraeducators who have reliable teaching skills. When paraeducators have good teaching skills they can provide better and more reliable data and discussion regarding student progress and rate of learning.

This academy is designed to assist paraeducators in improving their individual teaching skills, and to highlight how the strengths and effectiveness of the multiple relationships that the paraeducator has will be increased by both actual work performance and professional and ethical behavior demonstrated on the job.

Instructional Teamwork Academy

InTeam-T1



Module A: Building the Team Relationship

- *Recognize effective and disruptive characteristics of team communication.*
- *Know the characteristics of effective team functioning.*
- *Identify levels of decision making in teams, schools and districts.*
- *Recognize own strengths and weaknesses as a team member.*

Module B: Roles and Responsibilities of Paraeducators and Other Team Members

- *Differentiate between paraeducators' and professionals' roles and responsibilities.*
- *Recognize the ethical and legal responsibilities of paraeducators, (e.g. maintaining confidentiality, reporting child abuse).*
- *Know the role of paraeducator to lead students toward increasingly independent behavior.*

Instructional Teamwork Academy

(continued)

InTeam-T1



Module C: A Team Approach to Classroom Instruction

- *Identify the components of an effective direct instruction lesson.*
- *Recognize the characteristics of an effective cooperative learning lesson.*
- *Know the value of peer-teaching.*
- *Know how to follow a written lesson plan.*
- *Know the rationale of cognitive modeling and coaching.*

Module D: A Team Approach to Behavior Management

- *Know basic principles of behavior modification.*
- *Recognize the need for functional assessment of behavior.*
- *Know how to establish basic rules, procedures, and routines with students.*
- *Know basic principles of communication with students.*
- *Know basic management strategies for minor behavior problems.*

Module A: Building the Team Relationship

Instructional Teamwork Academy

Module A: Building the Team Relationship



A. Energizer: Getting to Know You

Paraeducators will participate in an activity that provides an opportunity to begin thinking about their adult-to-adult relationships in schools. This activity is designed to enhance our ability to work well together as adults, rather than to focus on our relationship with students.



A.1 Steps

- Introduce yourself and share some information about yourself.
- Provide each participant with the **Getting to Know You** handout (H1).
- Ask the class to take up to 10 minutes to fill out the form.
- Break the class into small groups of 3 to 4 participants and ask them to give their interview to another group member.
- Have the participants present each other to their group using the interview form. Example: One group member has another group member's interview information and says, "This is _____, and he/she says that his/her favorite memory of school days is _____ (and reads from the interview form). Allow about 20 minutes for this.
- When finished, discuss with the group the following questions:
 - Was this exercise helpful to you in getting to know some other people?
 - What kinds of things made the greatest impact on you?
 - How do you now feel about your involvement in this group?
 - How does knowing something personal about people help you work with them more effectively?



B. Module Goals

Using the **Module A: Building the Team Relationship** handout and transparency (H2/T1), review the goals of the module.

1. Recognize effective and disruptive characteristics of team communication.
2. Know the characteristics of effective team functioning.
3. Identify levels of decision making in teams, schools, and districts.
4. Recognize own strengths and weaknesses as a team member.



C. Lecture: Team Membership

As paraeducators work within the public school systems they often find themselves working with a multitude of school personnel. For the sake of further defining the team that is being referred to throughout this academy, review the typical team members using the **Team Membership: Possible Key Players** transparency (T2).

The team members are the foundation of a strong program and, therefore, the composition of the school based team is very important. Membership must include key players. Individuals in the following role groups would constitute potential key players:

- General Classroom Teachers,
- Administrative Support (Principal or District Representative),
- Special Education Teachers,
- Bilingual/ESL Classroom Teachers,
- Paraeducators,
- Related Services Staff (OTs, PTs, Speech Teachers),
- Parents/Family, and
- Other Staff as Identified by Team (Nurse, Social Worker, other Teachers).



Goal 1: Recognize effective and disruptive characteristics of team communication.



1.1 Activity: Importance of Teamwork

Paraeducators will participate in an activity to briefly review the outcomes and importance of teamwork.



1.1.1 Steps

- Have the class break into groups of four and discuss what team communication is and which types of communication they have witnessed in past teams they have belonged to.
- Have the groups build a list of what were felt to be effective and disruptive forms of communication.
- Ask them to consider what does and does not work in their current teams.
- Have them report back to the class and discuss their list.
- Write the responses on a blank overhead.
- Present and review the **What is Teamwork?** handout and transparency (**H3/T3**), incorporating the class responses.



1.2 Discussion: Disruptive Characteristics of Team Communication

Ask the class to name disruptive characteristics of team communication and list them on chart paper or an overhead. Discuss why these are ineffective ways to communicate. Use the **Disruptive Communication** transparency (**T4**) to further facilitate the discussion.



1.3 Discussion: Effective Characteristics of Team Communication

Ask the class to name effective characteristics of team communication and list them on chart paper or an overhead. Discuss why these are effective ways to communicate. Use the **Effective Communication** transparency (**T5**) to further facilitate the discussion.



Goal 2: Know the characteristics of effective team functioning.



2.1 Lecture: Purpose of the Team

In order to meet the individualized needs of students, the effective use of all of team members is essential to serve the following functions:

- To provide support to instructional staff in general education settings through the development of an instructional plan.
- To enable parents to be involved in educational planning for their child.
- To develop transition plans for a student's movement to the next school placement.



2.2 Lecture: Making it Work

The team works together to ensure adequate supports are available to students in the general education environment. The team members problem solve, brainstorm ideas for individualized adaptations, identify needs, and provide each other support.

In order to operate an effective team, the team membership, including team characteristics and team members' roles should be clearly delineated.

Making it work often depends on team members understanding their own work style preferences and what the preferences of their team members or supervisors are.



2.3 Assignment: Work-Style Preferences

- Participants are to take the Work Style Assessment worksheets back to their schools and complete them with their supervising teacher/s.
- Explain that the teacher completes the **Professionals' Work Style Assessment (A1)**, the paraeducator completes the **Paraeducators' Work Style Assessment (A2)**, and together they record their responses on the **Work Style Assessment Scoresheet (A3)**. They should then discuss the combinations of the scoring and how it might relate to working together in a more effective way.
- Ask them to record their teacher's responses and summarize what they learned from the inventory about themselves and their supervising teacher/s for

discussion in Goal 4.



2.4 Discussion: Who Makes a Good Team Member?

Distribute the **Checklist of Good Team Member Behaviors** handout (H4), and ask participants to reflect on their team behavior during the lecture.

The success of the team relies heavily on the ability of its members. To put a team into operation, it is important to select team members who:

- Treat others as individuals.
- Accept and appreciate differences in others.
- Are flexible, especially when faced with stress.
- Are active, participating, and productive.
- Are willing learners.
- Communicate in constructive ways.
- Are willing to share work, responsibilities, accolades and failure.
- Bring problem-solving skills and collaborative values to the group.

*Source: California Research Institute (1990). California Teaming to Insure Successful Inclusion. Strategies on the Integration of Students with Severe Disabilities, 1 (3), 11-12. Reproduced by PEAK Parent Center with permission from California Research Institute, San Francisco State University.

Use the **First Commandments of Effective Teams** transparency (T6) to further review the points made in the lecture.



2.5 Activity: Brainstorming Effective Team Characteristics

Paraeducators will participate in an activity listing characteristics of effective team characteristics in specific categories.



2.5.1 Steps

- Divide the class into small groups.
- Introduce the **Effective Team Characteristics** and transparency (T7).
 - ↳ Atmosphere
 - ↳ Energy
 - ↳ Objectives
 - ↳ Structure/Procedures

↳ Output

- Ask the groups to brainstorm and discuss what they feel are characteristics of effective team functions for each of these categories.
- Have the groups list their decisions on an overhead or chart paper.
- When finished, compare and combine the group results with the corresponding handouts and transparencies (**H5/T8/T9/T10/T11/T12**).



Goal 3: Identify levels of decision making in teams, schools, and districts.



3.1 Discussion: Levels of Decision Making

The **Levels of Decision Making** transparency (T13) gives an example of the administrative hierarchy of a typical mid-sized district. It would be helpful to develop a similar diagram appropriate to your school district and building to facilitate discussion of the responsibilities of each individual in the hierarchy and his/her relationship to the paraeducator.

Each district and building has its own administrative hierarchy. Paraeducators are in a unique position. Not only is there a district set of administrators, but there is also a school hierarchy of people who supervise teachers and staff. Ask the participants to think about and share what they feel the hierarchy of decision making is in their district.



Goal 4: Recognize own strengths and weaknesses as a team member.



4.1 Discussion: Work Style Preferences

Take time at this point to discuss the results of **2.3 Assignment: Work-Style Preferences (A1/A2/A3)**. Use a round robin approach to find out what each student learned about themselves and the teachers they work with. Ask the participants to discuss anything new or unusual they learned from the exercise and how they will use the information in their jobs.



4.2 Activity: How You Act in Conflict

Paraeducators will examine their own skills regarding conflict management.



4.2.1 Steps

- Distribute the **How You Act in Conflicts** handout (**H6**) and ask the class to fill it out and score it.
- Then, distribute the **Conflict Strategies: What Are You Like?** handout (**H7**) and have them read it.
- Divide the class into the Conflict Strategy (animal group) that they use most frequently.
- Have them discuss the strengths and weaknesses of how they manage conflict.
- Keep the groups together and have them develop a plan for how they would handle the conflict described in the **Conflict Scenario** transparency (**T14**).
- Have the groups report the major points of their discussion to the rest of the class.



4.3 Activity: Case Study: A Problem-Solving Exercise

Paraeducators will participate in an activity that examines scenarios for practical problem solving from multiple points of view.



4.3.1 Steps

- Divide the class into pairs.
- Distribute the **Case Study** handouts (**H8/H9**).

- Have one participant read the teacher's description of the problem and the other read the paraeducator's description of the same problem.
- After reading the case study, the pairs should work as a team to complete the **Case Study Discussion** handout (**H10**).
 - ↳ Describe the problem from the paraeducator's point of view.
 - ↳ Describe the problem from the teacher's (or the other person's) point of view.
 - ↳ Discuss which behaviors or attitudes the teacher needs to change.
 - ↳ Discuss which behaviors or attitudes the paraeducator needs to change.
 - ↳ Discuss and list ways in which they can work together to change the situation.
- When finished, have the pairs briefly share their discussions with the class.



4.4 Lecture: Summary

Summarize the importance of teamwork and how it is the means by which children who have special needs make progress. Use the **Together, Making a Difference** handout (**H11**) to enhance the lecture.

Module A Handouts

Getting to Know You

- What is your favorite memory of your school days?

- What do you do in your spare time?

- What are your unique talents and skills?

- What made you choose to work with students who need special assistance?

- What other experiences have you had working with youth?

- What other jobs have you had? What did you like best about those jobs?

- What do you think makes a classroom a positive place to learn?

Getting to Know You (continued)

- What could students learn from you that would help them grow?

- What do you think is the goal of education?

- What job do you think you will have five years from now?

- How does knowing something personal about people help you work with them more effectively?



Module A: Building the Team Relationship

1. Recognize effective and disruptive characteristics of team communication.
2. Know the characteristics of effective team functioning.
3. Identify levels of decision making in teams, schools, and districts.
4. Recognize own strengths and weaknesses as a team member.

What is Teamwork?

Teamwork is the ability to work together toward a common vision and to direct individual accomplishment toward organizational objectives.

It is the fuel that allows common people to attain uncommon results.

Teamwork is more than just a group of people trying to accomplish something together. Teamwork is a very specific way of using a common process and structure to focus individual roles and efforts on the achievement of common objectives, such that the effectiveness of the group effort is greater than the sum of the individual efforts.

Everyone doing the right things at the right times in the right ways with the right resources.

Teamwork results in an energetic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce quality results.

Checklist of Good Team Member Behaviors

- ✓ I contribute my ideas.
- ✓ I encourage others to contribute (e.g. ask others for their ideas, do not interrupt).
- ✓ I listen to and express support and acceptance of others' ideas.
- ✓ I express my feelings.
- ✓ I offer my personal and professional resources to support transition and integration.
- ✓ I ask for clarification and help when needed.
- ✓ I help the group keep working (e.g. give directions, coordinate efforts, summarize and paraphrase to clarify ideas).
- ✓ I maintain a sense of humor.
- ✓ I record group and individual tasks.

Effective Team Characteristics

Atmosphere

- Trusting, open, frank, focused, secure, confident, optimistic, tuned in to task, sense of identity, sense of humor, helpful, supportive, and participative.

Energy

- People draw strength from one another.
- Individuals feel, and are, more potent.
- Ongoing team activities renew vitality.

Objectives

- Developed and understood by all members.
- Strong sense of being worthwhile.
- Consistent with organizational objectives.
- Consistent with individual objectives.

Structure and Procedure

- Mature, workable way to deal with control, authority, organization, roles, conflict, and problem solving.
- Structure and procedure flexible and responsive to the task.

Output

- Fulfills organizational mission.
- Better than sum of individual outputs.
- Responsive to real time situations.
- Individual satisfaction.

How You Act in Conflicts

The proverbs listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Proverbs state traditional wisdom, and these proverbs reflect traditional wisdom for resolving conflicts. Read each of the proverbs carefully. Using the following scale, indicate how typical each proverb is of your actions in a conflict.

Score:

5 = very typical of the way I act in a conflict

4 = frequently typical of the way I act in a conflict

3 = sometimes typical of the way I act in a conflict

2 = seldom typical of the way I act in a conflict

1 = never typical of the way I act in a conflict

- _____ 1. It is easier to refrain than to retreat from a quarrel.
- _____ 2. If you cannot make a person think as you do, make them do as you think.
- _____ 3. Soft words win hearts.
- _____ 4. You scratch my back, I'll scratch yours.
- _____ 5. Come now and let us reason together.
- _____ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
- _____ 7. Might overcomes right.
- _____ 8. Smooth words make smooth ways.
- _____ 9. Better half a loaf than no bread at all.
- _____ 10. Truth lies in knowledge, not in majority opinion.
- _____ 11. He who fights and runs away, lives to fight another day.
- _____ 12. He hath conquered well that hath made his enemies flee.
- _____ 13. Kill your enemies with kindness.
- _____ 14. A fair exchange brings no quarrel.
- _____ 15. No person has the final answer but every person has a piece to contribute.
- _____ 16. Stay away from people who disagree with you.
- _____ 17. Fields are won by those who believe in winning.
- _____ 18. Kind words are worth much and cost little.
- _____ 19. Tit for tat is fair play.
- _____ 20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others hold.

How You Act in Conflicts

(continued)

- _____ 21. Avoid quarrelsome people as they will make your life miserable.
- _____ 22. A person who will flee will make others flee.
- _____ 23. Soft words ensure harmony.
- _____ 24. One gift for another makes good friends.
- _____ 25. Bring your conflicts out into the open and face them directly; only then will the best solution be discovered.
- _____ 26. The best way of handling conflicts is to avoid them.
- _____ 27. Put your foot down where you mean to stand.
- _____ 28. Gentleness will triumph over anger.
- _____ 29. Getting part of what you want is better than not getting anything at all.
- _____ 30. Frankness, honesty, and trust will move mountains.
- _____ 31. There is nothing so important you have to fight for it.
- _____ 32. There are two kinds of people in the world, the winners and the losers.
- _____ 33. When one hits you with a stone, hit him or her with a piece of cotton.
- _____ 34. When both give in halfway, a fair settlement is achieved.
- _____ 35. By digging and digging, the truth is discovered.

Scoring:

Withdrawing	Forcing	Smoothing	Compromising	Confronting
_____ 1.	_____ 2.	_____ 3.	_____ 4.	_____ 5.
_____ 6.	_____ 7.	_____ 8.	_____ 9.	_____ 10.
_____ 11.	_____ 12.	_____ 13.	_____ 14.	_____ 15.
_____ 16.	_____ 17.	_____ 18.	_____ 19.	_____ 20.
_____ 21.	_____ 22.	_____ 23.	_____ 24.	_____ 25.
_____ 26.	_____ 27.	_____ 28.	_____ 29.	_____ 30.
_____ 31.	_____ 32.	_____ 33.	_____ 34.	_____ 35.
_____ total	_____ total	_____ total	_____ total	_____ total

The higher the score for each conflict strategy, the more frequently you tend to use that strategy. The lower the total score for each conflict strategy, the less frequently you tend to use that strategy.

Conflict Strategies: What Are You Like?

Different people use different strategies for managing conflicts. These strategies are usually learned in childhood and they seem to function automatically. Typically, we are not aware of how we act in conflict situations, we just do whatever comes natural. But, we do have a personal strategy and because it was learned, we can always change it by learning new and more effective ways of managing conflicts.

When you become engaged in a conflict, there are two major concerns you should take into account:

1. **Achieving Your Personal Goals:** You are in conflict because you have a goal that conflicts with another person's goal. Your goal may be highly important to you, or it may be of little importance.
2. **Keeping a Good Relationship With the Other Person:** You may need to be able to interact effectively with the other person in the future. The relationship may be very important to you, or it may be of little importance.

How important your personal goals and the relationship are to you affect how you act in conflict. Given these two concerns, it is possible to identify five styles of managing conflicts.

1. **The Turtle (withdrawing)**

Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from issues over which conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

2. **The Shark (forcing)**

Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them, and relationships are of minor importance. They seek to achieve goals at all costs. They are not concerned with the needs of others. They do not care if others like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating others.

Conflict Strategies: What Are You Like?

(continued)

3. The Teddy Bear (smoothing)

To Teddy Bears, the relationship is of great importance while their own goals are of little importance. Teddy Bears want to be accepted and liked by others. They think that conflict should be avoided in favor of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt and the relationship will be ruined. They give up their goals to preserve the friendship. Teddy Bears say, “I’ll give up my goals and let you have what you want, in order for you to like me.” Teddy Bears try to smooth over conflict out of a fear of harming the relationship.

4. The Fox (compromising)

Foxes are moderately concerned with their own goals and their relationships with others. Foxes seek a compromise, they give up part of their goals and persuade the other person in the conflict to give up part of his goals. They seek a conflict solution in which both sides gain something in the middle ground between the two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

5. The Owl (confronting)

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. Owls see conflicts as a means to improve relationships by reducing tension between two persons. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, Owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person’s goals. They are not satisfied until the tension and negative feelings have been fully resolved.

Case Study: *Teacher*

I am Ken Norton, a vocational education teacher who has been assigned his first paraeducator after teaching twelve years! This was done because several special education students were assigned to my class as part of the efforts to place them in what the district calls the least restrictive environment. I wish they had asked me whether I wanted someone or not because I am really a loner and have very strict rules about how things are to be done in my classroom. I've never worked with anyone before and I'm not really sure that I think it is worth the time to plan for another adult in the classroom, especially someone who is not trained to be a teacher much less to work with students who need special assistance.

At any rate, this woman walked into my room three months ago, just before school began, and said she was Anne Newsome, the paraeducator assigned to me. I asked her if she had been told what her duties were and she informed me that they had been explained to her at a meeting at the district office. I wish that they had told me what I could expect her to do because I have no idea what goes on in those briefing sessions, nor have I seen a copy of a job description for aides. I asked her to sit in the back of the room for a while so she could get the hang of how I work. I told her that we'd get together later when I had some free time to talk to her.

During the first few days, I was never able to make the time to talk to her. I had to attend meetings for the new students in my class and then meet with the special education teacher to develop individualized plans for the students. It is a new responsibility and really takes a lot of time, more than I expected. I'm also taking a second Master's, and I have to leave three days a week almost immediately after school, so just sitting down to talk is a problem. I wish there was time during the day to do this, but I'm just too busy with the kids and the planning to take time out.

I finally decided that I'd let her reinforce some of the lessons I had already taught the students. So I gave her my plans and told her to follow them. But she never did it exactly the way I wanted it to be done. She apparently thought it didn't make much difference how she did it as long as she felt comfortable. So, what was I to do? I suggested she try it the way I had written it and not to use her own methods.

Three months have gone by and I'm still as harried as I was before, if not more so. And to make matters worse she seems to be having trouble controlling the kids in the classroom. It started when I had to leave for an emergency meeting and Anne was left in charge. I'm not sure what she did wrong but she is having real trouble dealing with one of the kids and it seems to have an impact on the way some of the other students are responding to her. I think my initial response to having another body in the room was probably right. But sometimes I wonder because the teacher across the hall seems very pleased to have a paraeducator to assist her. Maybe I should find the time to talk to her about how she deals with the problems of integrating the paraeducator into the program.

Adapted from Pickett, A. L. (1990) A Training Program for Paraprofessionals Working in Special Education and Related Services, 2nd Ed., National Resource Center for Paraprofessionals in Education, Center for Advanced Study in Education, Graduate School, City University of New York.

Case Study: *Paraeducator*

I am Anne Newsome and I have been working as a paraeducator for the past three months. I have a high school diploma and was married soon after I graduated. My two children are now in high school and I decided to get a job to supplement our income so that they can go to college. I really like working with young people and have been active in the PTA, was a Girl Scout Leader and taught in our local Sunday School. In fact, there was a boy in my class who had a learning disability and I liked the challenge of finding ways to make him feel as though he was part of the group.

When I took this job, I was briefed on district policy with regard to salary, fringe benefits, working hours, vacation, etc. In addition, I was told about the chain of command in the schools and was given some information about my roles and responsibilities as paraeducator. I was told that Mr. Norton was the classroom teacher I had been assigned to work with and that he would give me information about the specific tasks I would be expected to perform and the methods and strategies he would expect me to use to carry out the activities.

Since the day I walked into the classroom, we have never had a formal discussion about what he expects me to do. There is always some reason why we can't sit down and talk. We can never meet during his prep periods because he is always too busy doing lesson plans to talk to me about them. When I suggested we meet after school he told me that this is impossible because he either has graduate classes to get to or there are meetings at the administration building. And then, on one of the days when he was finally free, I really had to get home to take care of one of my kids who was sick to the doctor.

I never know in advance what he wants me to do or how he wants it to be done. Just before he does something in the class, he will say, "Anne, take this group and follow my plans." I have no real idea about what to do, except to try to do what I see him doing while I sit in the back of the classroom, watching him teach the lessons as he has asked me to do. When I am "teaching," he frequently breaks into what I am doing and corrects me right in front of the students. I don't have the guts to tell him how this makes me feel, so I save it up until I get home and my family bears the brunt of all my frustrations.

But what really worried me is that his correcting me in front of the students might be undermining my ability to work with them. Today it came to a head when he had to leave the room and I was left alone with the group. I asked one of the students who is rather difficult to work with to join us for an activity. He responded by looking straight at me and saying, "No, I don't want to, and I don't have to because you can't tell me what to do." I wanted to cry and quit right then, but I didn't. Where do I go from here?

Case Study Discussion

1. Describe the problem from the paraeducator's point of view.

2. Describe the problem from the teacher's (or the other person's) point of view.

3. What behavior or attitude does the teacher need to change?

4. What behavior or attitude does the paraeducator need to change?

5. Discuss and list ways they can work together to change the situation.

Together, Making a Difference

A poem by Linda Tremblay

In every child there are dreams and miracles
waiting to happen...
...we are the dream builders and
makers of miracles.

Parents get more involved,
Teachers willing to share,
Secretaries putting in extra hours,
Administrators who really care.

Professionals and paraprofessionals, each with skills to bring,
To meet each child's special needs, we can all
Be sure of one thing.

Whether you're a social worker, custodian or cook,
Director, or bus driver, or the one who wrote the book,
Mechanic, or Carpenter, or the one who brings the mail,
We can not, and must not fail.

We are the dream builders, and makers of miracles....
...working hand in hand,

Together making a difference!

Module A Assignments

Professionals' Work Style

Directions: Circle the number that indicates your level of agreement/disagreement with each statement.

Disagree Agree

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | I like to supervise closely. |
| 1 | 2 | 3 | 4 | 5 | I like a flexible work schedule. |
| 1 | 2 | 3 | 4 | 5 | I like to let team members know exactly what is expected. |
| 1 | 2 | 3 | 4 | 5 | I like to provide (or at least determine) all the materials that will be used. |
| 1 | 2 | 3 | 4 | 5 | I like to have a written work schedule. |
| 1 | 2 | 3 | 4 | 5 | I need time to think ahead on the next task. |
| 1 | 2 | 3 | 4 | 5 | I like to determine the instructional methods that will be used. |
| 1 | 2 | 3 | 4 | 5 | I like the para to try new activities independently. |
| 1 | 2 | 3 | 4 | 5 | I like to give explicit directions for each task. |
| 1 | 2 | 3 | 4 | 5 | I like to do several things at one time. |
| 1 | 2 | 3 | 4 | 5 | I like a team that takes on challenges and new situations. |
| 1 | 2 | 3 | 4 | 5 | I like taking care of details. |
| 1 | 2 | 3 | 4 | 5 | I like to be very punctual. |
| 1 | 2 | 3 | 4 | 5 | I like to get frequent feedback on how I can improve as a supervisor. |
| 1 | 2 | 3 | 4 | 5 | I like to bring problems out in the open. |
| 1 | 2 | 3 | 4 | 5 | I like to give frequent performance feedback to the paraeducator. |
| 1 | 2 | 3 | 4 | 5 | I like to discuss when activities do not go well. |
| 1 | 2 | 3 | 4 | 5 | I like working with other adults. |
| 1 | 2 | 3 | 4 | 5 | I like to encourage others to think for themselves. |
| 1 | 2 | 3 | 4 | 5 | I am a morning person. |
| 1 | 2 | 3 | 4 | 5 | I like to speak slowly and softly. |
| 1 | 2 | 3 | 4 | 5 | I like to work alone with little immediate interaction. |
| 1 | 2 | 3 | 4 | 5 | I need a quiet place to work without distractions. |
| 1 | 2 | 3 | 4 | 5 | I prefer that no one else touches my things. |
| 1 | 2 | 3 | 4 | 5 | I prefer to work from a written plan. |

Adapted from Emery (1991)

Paraeducators' Work Style

Directions: Circle the number that indicates your level of agreement/disagreement with each statement.

Disagree Agree

- | | |
|-----------|--|
| 1 2 3 4 5 | I like to be supervised closely. |
| 1 2 3 4 5 | I like a flexible work schedule. |
| 1 2 3 4 5 | I like to know exactly what is expected. |
| 1 2 3 4 5 | I like to decide which materials to use. |
| 1 2 3 4 5 | I like to have a written work schedule. |
| 1 2 3 4 5 | I need time to think ahead on the next task. |
| 1 2 3 4 5 | I like to determine the instructional methods I use. |
| 1 2 3 4 5 | I like to try new activities independently. |
| 1 2 3 4 5 | I like to be told how to do each task. |
| 1 2 3 4 5 | I like to do several things at one time. |
| 1 2 3 4 5 | I like to take on challenges and new situations. |
| 1 2 3 4 5 | I like taking care of details. |
| 1 2 3 4 5 | I like to be very punctual. |
| 1 2 3 4 5 | I like to give frequent feedback on how I prefer to be supervised. |
| 1 2 3 4 5 | I like to bring problems out in the open. |
| 1 2 3 4 5 | I like to get frequent feedback on my performance. |
| 1 2 3 4 5 | I like to discuss when activities do not go well. |
| 1 2 3 4 5 | I like working with other adults. |
| 1 2 3 4 5 | I like to think things through for myself. |
| 1 2 3 4 5 | I am a morning person. |
| 1 2 3 4 5 | I like to speak slowly and softly. |
| 1 2 3 4 5 | I like to work alone with little immediate interaction. |
| 1 2 3 4 5 | I need a quiet place to work without distractions. |
| 1 2 3 4 5 | I prefer that no one else touches my things. |
| 1 2 3 4 5 | I prefer to work from a written plan. |

Adapted from Emery (1991)

Work Style Score Sheet

Directions: Transfer scores from the Professionals' and Paraeducators' Work Style Assessments to this form. Examine areas of agreement and disagreement. Your combined profile is unique: there are no correct scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement.

Disagree	Agree	General Content of Item	Disagree	Agree
1 2 3 4 5	Closeness of supervision	1 2 3 4 5	
1 2 3 4 5	Flexibility of work schedule	1 2 3 4 5	
1 2 3 4 5	Preciseness of expectations	1 2 3 4 5	
1 2 3 4 5	Decisions on which materials to use	1 2 3 4 5	
1 2 3 4 5	Written work schedule	1 2 3 4 5	
1 2 3 4 5	Time to think ahead on the next task	1 2 3 4 5	
1 2 3 4 5	Decisions on instructional methods	1 2 3 4 5	
1 2 3 4 5	Trying new activities independently	1 2 3 4 5	
1 2 3 4 5	Specifying how to do each task.	1 2 3 4 5	
1 2 3 4 5	Doing several things at one time	1 2 3 4 5	
1 2 3 4 5	Taking on challenges	1 2 3 4 5	
1 2 3 4 5	Taking care of details.	1 2 3 4 5	
1 2 3 4 5	Punctuality	1 2 3 4 5	
1 2 3 4 5	Giving/getting feedback on supervision.	1 2 3 4 5	
1 2 3 4 5	Dealing with problems out in the open	1 2 3 4 5	
1 2 3 4 5	Giving/getting frequent feedback	1 2 3 4 5	
1 2 3 4 5	Discussing activities that do not go well	1 2 3 4 5	
1 2 3 4 5	Working with other adults.	1 2 3 4 5	
1 2 3 4 5	Thinking things through for myself	1 2 3 4 5	
1 2 3 4 5	I am a morning person.	1 2 3 4 5	
1 2 3 4 5	Speak slowly and softly	1 2 3 4 5	
1 2 3 4 5	Working alone - little interaction	1 2 3 4 5	
1 2 3 4 5	Quiet place to work/no distractions	1 2 3 4 5	
1 2 3 4 5	Touching others' things.	1 2 3 4 5	
1 2 3 4 5	Working from a written plan.	1 2 3 4 5	

Adapted from Emery (1991)

Module A Transparencies

Module A: Building the Team Relationship

InTeamA-T1



- *Recognize effective and disruptive characteristics of team communication.*
- *Know characteristics of effective team functioning.*
- *Identify levels of decision making in teams, schools, and districts.*
- *Recognize own strengths and weaknesses as a team member.*

Team Membership: Possible Key Players

InTeamA-T2



- ***General Classroom Teachers***
- ***Administrators***
- ***Special Education Teachers***
- ***Bilingual/ESL Classroom Teachers***
- ***Paraeducators***
- ***Related Services Staff***
- ***Parents/Family***
- ***Other Identified Staff***

What is Teamwork?

InTeamA-T3



- *Working together toward a common vision.*
- *The fuel for great results.*
- *Using a process and structure for group effectiveness.*
- *Everyone doing the right things at the right times, in the right ways, with the right resources.*
- *Enjoying working together toward common objectives and high quality results.*

Disruptive Communication

InTeamA-T4



- *No common purpose.*
- *Avoiding responsibility.*
- *Several people not speaking.*
- *Poor attendance.*
- *All talking, no listening.*
- *Arguing with no clarifying.*
- *Reprisals for disagreeing.*
- *No group self-analysis.*
- *Too serious.*
- *Dominant authority figures.*

Effective Communication

InTeamA-T5



- *Comfortable, relaxed atmosphere.*
- *Task focused, fully participative.*
- *Tasks and objectives are understood and accepted by all members.*
- *Effective, sincere listeners.*
- *It's okay to disagree!*
- *Consensus decision making.*
- *Constructive criticism is okay!*
- *Free to express feelings and ideas.*
- *Clear assignments are made and accepted.*
- *Flexible, not dominant leadership, the issue is not who controls but how the job gets done.*
- *Know what it's about!*

The First Commandments of Effective Teams

InTeamA-T6



Members of effective teams...

- *Listen with RESPECT!*
- *Try to understand the other's perceptions before imposing their own!!*

Effective Team Characteristics

InTeamA-T7



- *Atmosphere*
- *Energy*
- *Objectives*
- *Structures and Procedures*
- *Output*

Atmosphere

InTeamA-T8



- *Trusting*
- *Open*
- *Frank*
- *Focused*
- *Secure*
- *Confident*
- *Optimistic*
- *“Tuned-In” to Task*
- *Sense of Identity*
- *Sense of Humor*
- *Helpful*
- *Supportive*
- *Participative*

Energy

InTeamA-T9



- *People draw strength from one another.*
- *Individuals feel, and are, more potent.*
- *Ongoing team activities renew vitality.*

Objectives

InTeamA-T10



- *Developed and understood by all members.*
- *Strong sense of being worthwhile.*
- *Consistent with organizational objectives.*
- *Consistent with individual objectives.*

Structures and Procedures

InTeamA-T11



- *Mature, workable way to deal with:*
 - *control*
 - *authority*
 - *organization*
 - *roles*
 - *conflict*
 - *problem solving*

- *Structures and procedures are flexible and responsive to the task.*

Output

InTeamA-T12



- *Fulfills organizational mission.*
- *Better than the sum of the individual outputs.*
- *Responsive to real time situations.*
- *Individual satisfaction.*

Levels of Decision Making

InTeamA-T13



- *Laws*
- *Board of Education*
- *Superintendent*
- *Assistant Superintendents of Curriculum and of Special Services*
- *Central Staff*
- *Principal*
- *Assistant Principal*
- *Department Chairperson or Lead Teacher Team*
- *Teacher*
- *Paraeducator*

Conflict Scenario

InTeamA-T14



Joan has worked as a paraeducator for 10 years. She started out working as a playground and lunchroom monitor, and, for the last five years, has worked as an instructional paraeducator. She has seen teachers come and go. She is well liked by the students, teachers, and other staff members.

This year, she has been assigned to work with Gale, a new teacher. Things have not gone well between the two of them. The tasks assigned to Joan by Gale include supervising recess, setting up learning centers, and making bulletin boards. Joan feels that she is not appreciated and has started to complain to the rest of the staff about Gale.

Module B: Roles and Responsibilities of Paraeducators and Other Team Members

Instructional Teamwork Academy

Module B: Roles and Responsibilities of Paraeducators and Other Team Members



A. Module Goals

Using the **Module B: Roles and Responsibilities of Paraeducators and Other Team Members** handout and transparency (H1/T1), review the goals of the module:

1. Differentiate between paraeducators' and professionals' roles and responsibilities.
2. Recognize the ethical and legal responsibilities of paraeducators (e.g. maintaining confidentiality, reporting child abuse).
3. Know the role of the paraeducator to lead students toward increasingly independent behaviors.



Goal 1: Differentiate between paraeducators' and professionals' roles and responsibilities.



1.1 Activity: Defining Paraeducator

Paraeducators will participate in a brainstorming activity that will assist in defining and redefining the broad definition of the term ***paraeducator***.



1.1.1 Steps

- Split the class into groups of two or four and have them brainstorm about the definition of a paraeducator and the role of a paraeducator.
- Have them to make a list of their definitions and roles.
- When finished, the small groups should report back to the class.
- Have each group share their list with the class.
- Using the **A Paraeducator is an Employee...** handout and transparency (**H2/T2**), discuss the group's ideas of what a paraeducator is and what the role of a paraeducator is.



1.2 Activity: Defining the Roles of the Professional and the Paraeducator

Paraeducators will participate in an activity that further defines the tasks and roles of the paraeducator in the school setting.



1.2.1 Steps

- Keep participants in previously formed groups.
- Present the **Who's Role Is It?** handout and transparency (**H3/T3**).
- Ask the participants to read the tasks.
- As a group, they should decide whose responsibility the tasks are. Instruct the groups that they may mark both columns if they believe that the job is the responsibility of both and is a shared task, but they should circle the party that they feel holds primary responsibility for carrying out the task or responsibility.
- Have the groups return to the large-group setting and report their decisions. As they do, record them on the transparency. Discuss any answers that differ.
 - ➔ **Answer Key:** 1. Teacher; 2. Teacher, Paraeducator; 3. Paraeducator; 4. Teacher, Paraeducator; 5. Teacher; 6. Teacher, Paraeducator; 7. Teacher, Paraeducator; 8. Teacher,

Paraeducator; 9. Teacher, Paraeducator; 10. Neither; 11. Paraeducator; 12. Teacher, Paraeducator; 13. Teacher, Paraeducator; 14. Teacher; 15. Teacher; 16. Teacher, Paraeducator; 17. Teacher; 18. Teacher, Paraeducator; 19. Teacher, Paraeducator; 20. Teacher, Paraeducator; 21. Teacher, Paraeducator; 22. Teacher, Paraeducator.



1.3 Lecture: Further Defining the Role of Paraeducator

There may be some tasks that are not the responsibility of either the teacher or the paraeducator, such as, checking for lice. It may be the job of the school health representative. It is the responsibility of the paraeducator to report suspicion of the problem and of the teacher to make sure that the appropriate policy is followed for treatment that would guard the safety of the child with the problem and guard the surrounding students who might be at risk.

Some tasks are context or situation dependent. For example, item 22 from the previous activity, delegating a task to another paraeducator, might be perfectly acceptable in one setting and unheard of in another. The professional who holds responsibility for the program has the authority to make such determinations. Each work setting has its own norms that reflect preferences and needs and are neither right nor wrong.



1.4 Discussion: Comparing the Roles of the Paraeducator and the Professional

Building on the information from the previous activities, lead a discussion to compare and contrast the roles of the paraeducator and the professional. Present the **Roles of Paraeducators** and the **Roles Performed By...** handout and transparency (**H4/H5/T4/T5**) to discuss specific categories of responsibilities. If the class presented additional roles and/or responsibilities in the previous activities, add it to the transparency and ask them to add it to their handouts.



1.5 Activity: Clarification of the Roles of the Paraeducator

Paraeducators more closely examine the parts of the daily teaching experience for the paraeducator and the professional.



1.5.1 Steps

- Have participants break into small groups.
- Have the groups make two lists. One list should include the things that they are allowed to do in their jobs and the second list should include the things that they are not allowed to do in their jobs.
- Have participants return to the large-group setting.
- Utilize the **Clarifying the Role of the Paraeducator** transparencies (T6), review and discuss the group lists.



1.6 Activity: Discussion of Job Scenarios

Paraeducators will review a variety of situations that could arise during the working day and discuss appropriate responses.



1.6.1 Steps

- Present the **Job Scenarios** handout (H6) and divide the class into groups of two or four.
- Have the groups review and discuss the situations in the handout.
- Have the participants return to the large-group setting and ask them to share and discuss their responses.
- Ask paraeducators to think of other situations that they may have been involved in that may have been appropriate or inappropriate.



1.7 Assignment: Paraeducator Skills and Confidence Level Inventory

Review how critically important it is that paraeducators understand what their role expectations are, and if they are to be able to adequately fulfill those roles on daily basis. Provide paraeducators with the **Paraeducator Skills and Confidence Inventory** worksheets (A1) and review the instructions on the worksheets.



Note to Instructor: If further information or clarification is needed, refer back to the Paraeducator Supervision Academy notebook and materials that these worksheets were taken from.



Goal 2: Recognize the ethical and legal responsibilities of paraeducators (maintaining confidentiality, paraeducator code of ethics).



2.1 Lecture: Confidentiality

Use the **Confidentiality** handout and transparency (**H7/T7**) to facilitate a lecture regarding issues of confidentiality.

As part of the educational team providing services to students, paraeducators may have access to private information about students and their families, including:

- Results of formal and informal assessments,
- Records of students behavior in the educational setting,
- Performance level and academic progress,
- Family relationships and other personal matters, and
- Family income or economic status.

This information, along with other records and files, is usually contained in the student's permanent records. The information is gathered from the family, observed in various settings, or obtained from other school personnel. The students and their family expect, and are guaranteed by law, that the information will be kept confidential, and made available only to personnel authorized to view or DISCUSS it. Parents must be permitted to inspect any and all information related to their children without delay. Parents may have a representative, such as an attorney, inspect the records. School officials (including teachers, administrators, and paraeducators) who have a legitimate educational interest may access educational records.

Any information that might be confidential that may be requested of you, as a paraeducator, regarding students should be referred to the supervising teacher. As such, teachers may disclose directory information such as name, address, telephone number, and date and place of birth. However, the information that is given may or may not be harmful to the students and should be scrutinized for the effect it will have. A general ethical principle held by most professional organizations is that confidentiality can be broken only when there is clear and immediate danger to an individual or society. As a paraeducator, you should not have to be put in a position to make these types of decisions, and if a situation of this type arises, inform your supervising teacher.

Present the **Confidential Information** handout and transparency (**H8/T8**). There are

many types of student records that are confidential and are usually included in the student's confidential file.

- Transcripts
- Video and Audiotapes of Students
- Medical Records
- Family Information
- Assessment Results
- Reports from Juvenile Court or Social Service Agencies
- Behavior Programming Issues
- IEP and Case Study Information
- Correspondence Concerning the Student
- Language Proficiency Classifications

The rights of students and their families must be balanced against specific school interests. As students, the right to privacy may need to be violated in the form of:

- search and seizure, when there is a reasonable suspicion of illegal behavior;
- disclosure, in order to provide appropriate supervision to protect others from violent or aggressive behavior;
- reporting suspected child abuse; or
- creating, maintaining, and releasing educational records.

To avoid infringing on privacy rights, it is imperative that reports, statements, and records that your setting creates are only as required and permitted by your school district.



2.2 Lecture: Professional and Ethical Practices

Present the **Professional and Ethical Work Behaviors** transparency (T9).

As members of an educational team, paraeducators may have special relationships with different teachers, administrators, support staff, parents, students, and other community members. The effectiveness of these relationships depends not only on the quality of work performed, but also on the professional and ethical behavior demonstrated. Some of these behaviors include:

- Respecting human and legal rights of students, their families, and others.
- Maintaining strict confidentiality about all information connected to students and their families.

- Being a dependable and cooperative team member.
- Seeking information from various sources on how best to work with students.
- Respecting and understanding individual languages and cultural diversity.



2.3 Lecture: Representatives of the Community

The role that paraeducators play within the school system does not end when the school day is finished. They are representatives of the school, like administrators and teachers, in the community. Paraeducators will have community contact outside the school environment. In fact, with increased vocational and community placement of students with special needs, paraeducators have contact with the community during the school day, as well as after school. It is also more likely that paraeducators will live within the immediate school community while teachers often commute from and live longer distances away. Paraeducators are often also parents within the school community and so have daily contact with many more people than the teacher may. When we think about sharing the same language and culture, paraeducators can be an effective, knowledgeable, and much needed link between school and community. For that reason, it is critical that paraeducators understand and take seriously their role as highly ethical and confidential team members representing many parts of the environment that students will function in daily.

When considering their role in the school community paraeducators should remember several points. Use the **Relationships with Students and Parents** handout and transparency (**H9/T10**) to review the following:

- Discuss school problems and confidential matters with only appropriate personnel.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, language, cultural background, and religion.
- Respect the dignity, privacy, and individuality of all students, their families, and staff members.
- Be a positive adult role model.



2.4 Lecture: Acceptance of Professional and Ethical Practices and Responsibilities

The steps taken by and for individuals with disabilities imply that all people have

certain rights and deserve equal treatment and ethical considerations. Paraeducators must follow ethical guidelines when working with students, including those with disabilities. Paraeducators will be involved with many educational personnel, parents, and confidential information concerning students and families. It is important paraeducators receive the necessary training to make ethical decisions when needed.

Present the **Knowledge and Skills** handout (H10) to facilitate this part of the lecture. In 1998, the Council for Exceptional Children published a set of Knowledge and Skills Standards for beginning paraeducators working with students with special needs. Their belief is that paraeducators should be able to demonstrate understanding and skills related to professional and ethical practices, specifically:

- Understanding or knowledge of:
 - ↳ Personal cultural biases and differences that affect one's abilities to work effectively with children, youth, families, and other team members.
 - ↳ The paraeducator as a role model for individuals with exceptional learning needs.
- Demonstration of this understanding or knowledge would be indicated by the paraeducator's ability to:
 - ↳ Demonstrate commitment to assisting learners in achieving their highest potential.
 - ↳ Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraeducators, professionals, and other support personnel.
 - ↳ Function in a manner that demonstrates the ability to separate personal issues from one's responsibilities as a paraeducator.
 - ↳ Demonstrate respect for the culture, religion, gender, and sexual orientation of individual students.
 - ↳ Promote and maintain a high level of competence and integrity.
 - ↳ Exercise objective and prudent judgment.
 - ↳ Demonstrate proficiency in academic skills including oral and written communication.
 - ↳ Engage in activities that promote the paraeducator's knowledge and skill development.
 - ↳ Engage in self-assessment activities.
 - ↳ Accept and use constructive feedback.
 - ↳ Practice within the context of the this code of ethics and/or other written standards and policies of the school or agency



where they are employed.



Note to Instructor: The material for this lecture was adapted from William Heller, University of South Florida at St. Petersburg.



2.5 Lecture: Accepting Responsibility

Use the **Accepting Responsibility** handout and transparency (**H11/T11**) to facilitate a lecture regarding how important it is that paraeducators receive the necessary training needed to make ethical decisions throughout the school day. Having taken the job of a paraeducator, they have accepted responsibility for the following:

- Engaging only in activities for which they are qualified or trained.
- Not communicating student progress or concerns with parents or others unless directed to do so by the supervising teacher.
- Referring concerns about the students by other students, parents, teachers, etc. to the supervising teacher.
- Recognizing that the supervising teacher has the ultimate responsibility for instruction and management of the educational environment.
- Following instructions prescribed by the supervising teacher.
- Asking the supervising teacher for directions and guidance if questions arise.
- Observing and sharing findings with the supervising teacher concerning the children with whom they work.



2.6 Lecture: Relationships with Teachers

Use the **Relationships with Teachers** handout and transparency (**H12/T12**) to facilitate a lecture regarding the relationship between paraeducators and their supervising teachers.

The relationship is critical to the success of individual students and programs. Within that relationship paraeducators should:

- Recognize the teacher as the supervisor in the setting.
- Establish communication and a positive relationship with the teacher.
- Follow the school district's grievance procedure when problems cannot be solved.
- Discuss concerns and questions about the teacher or her/his teaching

- methods with the teacher.
- Readily share information about students and the educational setting with the teacher.

Highlight how the strengths and effectiveness of the multiple relationships that the paraeducator has will be increased by both actual work performance and professional and ethical behavior demonstrated on the job.



2.7 Activity: Ethical and Professional Considerations

Paraeducators will participate in an activity that clarifies ethical and professional considerations.



2.7.1 Steps

- Divide class into three groups.
- Present the **Discussion Scenarios** transparencies (**T13**).
- Assign one scenario to each group.
- Have the groups review and discuss their scenario regarding how and why the scenarios could potentially lead to ethical problems.
- Have the groups return to the large-group setting and share their scenario discussion with the class.



Goal 3: Know the role of the paraeducator to lead students toward increasingly independent behaviors.



3.1 Discussion: Why Students Attend School

Students with special needs use their educational experiences to equip them for life, just as their typical peers do. It is the role of the paraeducator to assist the student toward this goal of independence.

Pose the following question to the participants, “What is the primary reason that students attend school?” This question is for any student, this is not a question about why students with special needs, i.e. handicapping conditions, attend school. List responses of the group on an overhead. Responses should include answers that reflect that we are in the business of preparing children for life. This could include life-long learning skills, job skills, English language proficiency, or many other answers. The point that needs to be made in this discussion is that students should leave the educational setting as young adults who are as independent as possible with as many skills as possible.

Pose a second question, “What is the primary reason for assigning paraeducators to work with students in classrooms?” Again ask the participants to respond and record their responses on an overhead. After all responses have been recorded, compare these responses to those of the first question. The answers should be alike or very similar. If they are not, lead the discussion in this direction. This is an important point that will help paraeducators begin to reflect upon their interactions with students. Are they creating more dependent students or independent students? How much of each activity that the student participates in could the student do independently? Does that level of independence change and increase over time?



3.2 Activity: Levels of Support

Paraeducators will participate in an activity to further their understanding of levels of support.



3.2.1 Steps

- Present the **Levels of Support** handout and transparency (**H13/T14**).
- Individually, instruct the participants to list situations that they are in on a daily basis that would be an example of each level of support.

- After they have completed their lists, ask them to turn to another person and discuss how they are involved in different levels of support.
- When finished, use the **Intrusive Guidelines** handout and transparency (**H14/T15**) to continue the discussion regarding intrusiveness, asking participants to share some of the situations they are involved in. The discussion should include how to encourage independence in student skills and learning while becoming increasingly less obtrusive to the learning environment.



Note to Instructor: These scenarios may pertain primarily to students with special needs. Other examples for students of different language/cultural needs need to be discussed. The information regarding levels of support and intrusiveness in inclusive settings comes from Mary Lasater, Ed.D., of LR Consulting, Austin, Texas.

Module B Handouts

Module B: Roles and Responsibilities of Paraeducators and Other Team Members

1. Differentiate between paraeducators' and professionals' roles and responsibilities.
2. Recognize the ethical and legal responsibilities of paraeducators (e.g. maintaining confidentiality, reporting child abuse).
3. Know the role of the paraeducator to lead students toward increasingly independent behavior.

A Paraeducator is an Employee...

- Whose position is instructional or includes the delivery of direct services to students and/or families; and
- Who is directed and supervised by a teacher or other professional who holds responsibility for the design and implementation of instruction based on state and local standards, IEPs, related service plans, individual learning plans, language acquisition, and academic service plans.

Who's Role Is It?

Task	Teacher	Paraeducator
1. Testing a student with the Woodcock Johnson or other test.	<input type="checkbox"/>	<input type="checkbox"/>
2. Creating bulletin boards.	<input type="checkbox"/>	<input type="checkbox"/>
3. Xeroxing copies during class time.	<input type="checkbox"/>	<input type="checkbox"/>
4. Feeding a student at lunch time.	<input type="checkbox"/>	<input type="checkbox"/>
5. Calling a parent because of a discipline problem.	<input type="checkbox"/>	<input type="checkbox"/>
6. Teaching a reading group.	<input type="checkbox"/>	<input type="checkbox"/>
7. Administering a spelling test.	<input type="checkbox"/>	<input type="checkbox"/>
8. Lunch duty.	<input type="checkbox"/>	<input type="checkbox"/>
9. Administering medications.	<input type="checkbox"/>	<input type="checkbox"/>
10. Checking student's hair for lice.	<input type="checkbox"/>	<input type="checkbox"/>
11. Developing lesson plans with the teacher.	<input type="checkbox"/>	<input type="checkbox"/>
12. Changing diapers.	<input type="checkbox"/>	<input type="checkbox"/>
13. Supervising students in the community.	<input type="checkbox"/>	<input type="checkbox"/>
14. Developing a mini-lesson for math group.	<input type="checkbox"/>	<input type="checkbox"/>
15. Attending IEP meetings.	<input type="checkbox"/>	<input type="checkbox"/>
16. Recording data.	<input type="checkbox"/>	<input type="checkbox"/>
17. Writing a behavioral referral for a student.	<input type="checkbox"/>	<input type="checkbox"/>
18. Planning with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>
19. Checking tests and homework.	<input type="checkbox"/>	<input type="checkbox"/>
20. Reporting a case of abuse.	<input type="checkbox"/>	<input type="checkbox"/>
21. Discussing a student's personal problems.	<input type="checkbox"/>	<input type="checkbox"/>
22. Delegating a task to another paraeducator.	<input type="checkbox"/>	<input type="checkbox"/>

Roles of the Paraeducator

- Observe and record information about student performance and behavior.
- Provide instruction to individual students and small groups of students.
- Assist with the implementation of behavior management programs.
- Provide opportunities to practice skills in various learning environments.
- Facilitate the inclusion of students with disabilities into general education.
- Monitor playgrounds, lunchrooms, work in computer labs and libraries, and provide health services.
- Assist with speech, occupational, and physical therapies in the delivery of the related services.

Roles Performed by The...

	Teacher	Paraeducator
Classroom ■	Plans weekly schedule. ■	Implements plan as specified by the teacher.
Organization ■	Plans lessons/activities for class and individual students. ■	Sets up instructional materials for use with students.
	Plans room arrangement and learning centers.	
Assessment ■	Assesses individual students. ■	Assists with monitoring, scoring, and may give daily or weekly criteria tests for individual objectives.
	Administers tests to class. ■	
Setting Objectives ■	Determines appropriate objectives for class and for individual students. ■	Implements lessons to meet students' instructional objectives.
Teaching ■	Teaches lessons for class, small groups, and individual students. ■	Assists small groups and individuals with lessons, practice exercises, and monitors seat work for understanding.
Behavior Management ■	Plans behavior management strategies for class and individual students. ■	Implements behavioral management strategies using the same emphasis and techniques as the teacher, and may be responsible for data collection, observing, and rewarding student behavior.

Roles Performed by The...

(continued)

	Teacher	Paraeducator
Working with Parents ■	Meets with parents.	■ Meets with parents under direction of the teacher.
■	Initiates conferences concerning student progress.	
Lesson Planning ■	Plans lessons for students and paraeducators.	■ Carries out teacher's plans for students and assists teacher when appropriate.
Building Classroom Partnership ■	Arranges schedule for conferences, shares goals and philosophy with paraeducators, and organizes job duties for paraeducators.	■ Shares ideas and concerns during conferences and carries out duties as directed by teacher.
Revisions to Student Programming ■	Revises student program based on progress and observation.	■ Monitors student progress in educational programs and relates findings to supervising teacher.
Instructional Materials ■	Designs instructional materials to complement IEP goals and educational objectives.	■ Constructs or acquires instructional materials designed by the supervising teacher.
Discipline ■	Responsible for following district guidelines for discipline and implementing individualized discipline plans.	■ Disciplines students following district or individualized plans communicated by the supervising teacher.

Job Scenarios

Scenario 1: John is really getting on Ms. Smith's nerves. He won't sit down and he keeps yelling out the answers to the questions Ms. Smith is asking the class. She asks her paraeducator if she will teach the class for the rest of the week because she needs a well deserved break.

- ☐ **Appropriate**
- ☐ **Inappropriate**

Why:

Scenario 2: Mr. Wright cannot stay for his last parent conference because his daughter is ill and he needs to tend to her. He asks his paraeducator to run the meeting because she knows the parents really well. Their child has some behavior problems that Mr. Wright wants discussed at the meeting.

- ☐ **Appropriate**
- ☐ **Inappropriate**

Why:

Job Scenarios

(continued)

Scenario 3: Mrs. Clam has asked her paraeducator to meet with Mr. Lot because she will be working in his classroom. All of their students are fully included in the school program.

- ☐ **Appropriate**
- ☐ **Inappropriate**

Why:

Scenario 4: Mr. Jennings has asked his paraeducator to test Jose with the Woodcock Johnson because she is bilingual and Jose's primary language is Spanish. The instructional team meeting is in two days.

- ☐ **Appropriate**
- ☐ **Inappropriate**

Why:

Confidentiality

As part of the educational team providing services to students with special needs, paraeducators may have access to private information about students and their families. The students and their family expect, and are guaranteed by law, that the information will be kept confidential and made available only to personnel authorized to view or DISCUSS it. Parents may be permitted to inspect any, and all, information related to their children without delay. Parents may have a representative, such as an attorney, inspect the records. School officials, including teachers and administrators, who have a legitimate educational interest, may access educational records.

- Results of formal and informal assessments.
- Records of students behavior in the educational setting.
- Performance level and academic progress.
- Family relationships and other personal matters.
- Family income or economic status.

Confidential Information

- Transcripts
- Video and Audiotapes of Students
- Medical Records
- Family Information
- Assessment Results
- Reports from Juvenile Court or Social Service Agencies
- Behavior Programming Issues
- IEP and Case Study Information
- Correspondence Concerning the Student
- Language Proficiency Classifications

Remember, this information is confidential and is available only to those authorized to view or discuss it.

Relationships with Students and Parents

Paraeducators should:

- Discuss school problems and confidential matters only with appropriate personnel.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, language, cultural background, or religion.
- Respect the dignity, privacy and individuality of all students, their families, and staff members.
- Be a positive adult role model.

-William Heller, University of South Florida, St. Petersburg

Knowledge and Skills

In 1998, the Council for Exceptional Children published knowledge and skills standards for beginning paraeducators working with students with special needs. Their belief is that paraeducators should be able to demonstrate understanding and skills related to professional and ethical practices, specifically:

Understanding or knowledge of:

- Personal cultural biases and differences that affect one's abilities to work effectively with children, youth, families, and other team members.
- The paraeducator as a role model for individuals with exceptional learning needs.

Demonstration of this understanding or knowledge would be indicated by the paraeducators ability to:

- Demonstrate commitment to assisting learners in achieving their highest potential.
- Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraeducators, professionals, and other support personnel.
- Function in a manner that demonstrates the ability to separate personal issues from one's responsibilities as a paraeducator.
- Demonstrate respect for the culture, religion, gender, and sexual orientation of individual students.
- Promote and maintain a high level of competence and integrity.
- Exercise objective and prudent judgment.
- Demonstrate proficiency in academic skills including oral and written communication.
- Engage in activities that promote paraeducator's knowledge and skill development.
- Engage in self-assessment activities.
- Accept and use constructive feedback.
- Practice within the context of the this code of ethics and/or other written standards and policies of the school or agency where they are employed.

Accepting Responsibility

Paraeducators should:

- Engage only in activities for which they are qualified or trained.
- Not communicate student progress or concerns with parents or others unless directed to do so by the supervising teacher.
- Refer concerns about the students by other students, parents, teachers, etc. to the supervising teacher.
- Recognize that the supervising teacher has the ultimate responsibility for instruction and management of the educational environment.
- Follow instructions prescribed by the supervising teacher.
- Ask the supervising teacher for directions and guidance if questions arise.
- Observe and share findings with the supervising teacher concerning the children with whom they work.

Relationships with Teachers

Paraeducators should...

- Recognize the teacher as the supervisor in the setting.
- Establish communication and a positive relationship with the teacher.
- Follow the school district's grievance procedure when problems cannot be solved.
- Discuss concerns and questions about the teacher or his/her teaching methods with the teacher.
- Readily share information about students and the educational setting with the teacher.

-William Heller, University of South Florida, St. Petersburg

Levels of Support

Transitional Support

The amount of support (low, medium, or high) is provided temporarily to assist a student in gaining independence in new environments, activities, acquisition of new concepts, and acquisition of a second language.

- **Example:** Marlene had never required specific support in the elementary school cafeteria where she was independent during lunch. During the first two weeks of middle school, Marlene was provided a medium level of support to transition into the middle school cafeteria where procedures, routines, communication, and social skills were much more complex. After two weeks, Marlene understood the requirements and the culture of the middle school cafeteria and no longer required the additional support.

Low

This support is always available but not needed on a regular basis by the student. The student would be able to function in the environment without the support, just not as successfully.

- **Example:** Casey is assigned to a general education math class along with four other students with disabilities. The paraeducator is always in the environment and is able to support Casey when needed. Typically, Casey only requests help two or three times each week and it is usually to check his work or to clarify activity or worksheet directions.

Medium

This level of support is necessary on a regular basis in order for the student to be successful or to learn in the environment.

- **Example:** Sharon participates in a vocational training program in the community. Each afternoon she is accompanied by the paraeducator onto the training site. The paraeducator is always available and provides verbal cues when Sharon struggles to remember the next step in the task sequence. At times, the paraeducator leaves Sharon to work independently and completes paperwork in the employee lounge.

Levels of Support (continued)

High

High levels of support are generally intrusive in nature. The support is absolutely necessary for the student to learn and must be provided consistently. The student could not function in the environment without the support.

- **Example:** Jim attends computer lab with his peers. Although he enjoys this class, he needs a high level of support. The paraeducator sits next to Jim and provides both physical and verbal cues. She uses hand-over-hand support to help him turn on the computer, use the mouse to select the desired program, and to complete the task. She provides many verbal cues to help Jim stay focused on the task (not on his peers). Without the paraeducator's support, Jim would be unable to access this computer lab with his peers.

Source: Mary Lasater, Ed D of LR Consulting, Austin, Tx.

Intrusive Guidelines

You know you're being less intrusive when you...

- Use “wait time” to see if the student follows teacher directions and works independently.
- Dignify the student by not singling him/her out in front of others when giving support with a low tone of voice and/or assisting several students at once in a group.
- “Know” the student and give just the right amount of support, not too much and not too little.
- Give support and the student does not react in a negative manner (embarrassed, angry or noncompliant).
- Move on to other students once the support is given.
- Don’t give support when none is needed, but do give specific praise to any student for work done well.
- Provide support with a stress on building student independence and perseverance.
- Assist other students needing help.

Mary Lasater, Ed. D., LR Consulting, Austin, Texas

Module B Assignments

Paraeducator Skills and Confidence Inventory

Directions for the Teacher: Review the list of tasks in each section. Cross out tasks that aren't relevant and add those that are missing.

Directions for the Paraeducator: Score by rating your skills and confidence on each task. Circle "1" if you are unprepared to do the task and want/need training in order to begin. Circling "2" indicates that you may begin doing the task, but need further instruction on how to do it well. Circling "3" or "4" indicates that you are confident enough to do the task but want to improve your skills. Circle "5" if you feel well prepared and highly skilled to perform that task.

		Unprepared	Highly Skilled
1.	Observe and record student progress in academic areas.	1	2 3 4 5
2.	Help students in drill and practice lessons (e.g. vocabulary, math facts).	1	2 3 4 5
3.	Read/repeat tests or directions to students.	1	2 3 4 5
4.	Listen to students read orally.	1	2 3 4 5
5.	Help students with workbooks/other written assignments.	1	2 3 4 5
6.	Assist students to compose original work (e.g. stories, essays, reports).	1	2 3 4 5
7.	Tape record stories, lessons, assignments.	1	2 3 4 5
8.	Modify instructional materials according to directions (lesson plans, IEPs).	1	2 3 4 5
9.	Read to students (specify [e.g. texts material, stories]).	1	2 3 4 5
10.	Help students work on individual projects.	1	2 3 4 5
11.	Facilitate students' active participation in cooperative groups.	1	2 3 4 5
12.	Help students select library books/reference materials.	1	2 3 4 5
13.	Help students use computers (specify purpose).	1	2 3 4 5
14.	Translate instruction/student responses (e.g. sign or other language).	1	2 3 4 5
15.	Translate teacher made materials/text materials into another language.	1	2 3 4 5
16.	Explain/reteach concepts to students in another language.	1	2 3 4 5
17.	Carry out lessons on field trips as directed.	1	2 3 4 5
18.	Monitor student performance as directed.	1	2 3 4 5
19.	Reteach/reinforce instructional concepts introduced by the teacher.	1	2 3 4 5
20.		1	2 3 4 5
21.		1	2 3 4 5
22.		1	2 3 4 5

Paraeducator Skills and Confidence Inventory

(continued)

		Unprepared					Highly Skilled				
<i>Activity Preparation/Follow-up</i>											
1.	Find/arrange materials/equipment (e.g. mix paints, lab materials).	1	2	3	4	5					
2.	Modify or adapt materials/equipment for a particular student.	1	2	3	4	5					
3.	Construct learning material.	1	2	3	4	5					
4.	Prepare classroom displays.	1	2	3	4	5					
5.	Order materials and supplies.	1	2	3	4	5					
6.	Organize classroom supplies/materials.	1	2	3	4	5					
7.	Operate equipment (e.g. tape recorders, VCRs, overhead projectors).	1	2	3	4	5					
8.	Make audio and/or visual aids (transparencies, notes, voice notes etc.).	1	2	3	4	5					
9.	Schedule guest speakers/visitors as directed.	1	2	3	4	5					
10.	Help prepare and clean up snacks.	1	2	3	4	5					
11.	Help students clean up after activities.	1	2	3	4	5					
12.	Distribute supplies/materials/books to students.	1	2	3	4	5					
13.	Collect completed work from students.	1	2	3	4	5					
14.	Participate in planning learning experiences for students with teacher.	1	2	3	4	5					
15.		1	2	3	4	5					
16.		1	2	3	4	5					

		Unprepared					Highly Skilled				
<i>Supervision of Groups of Students</i>											
1.	Assist students on arrival or departure.	1	2	3	4	5					
2.	Supervise groups of students during lunch.	1	2	3	4	5					
3.	Supervise groups of students during recess.	1	2	3	4	5					
4.	Supervise groups of students loading/unloading buses.	1	2	3	4	5					
5.	Monitor students during hall passing periods.	1	2	3	4	5					
6.	Escort groups of students to bathroom, library, gym, etc.	1	2	3	4	5					
7.	Accompany students to therapy sessions, individual appointments.	1	2	3	4	5					
8.		1	2	3	4	5					
9.		1	2	3	4	5					
10.		1	2	3	4	5					
11.		1	2	3	4	5					
12.		1	2	3	4	5					

Paraeducator Skills and Confidence Inventory

(continued)

		Unprepared	Highly Skilled
<i>Behavior Management</i>			
1.	Participate in classroom behavioral system as directed.	1	2 3 4 5
2.	Observe and chart individual student behavior.	1	2 3 4 5
3.	Give positive reinforcement and support as directed by plans/IEPs.	1	2 3 4 5
4.	Mediate interpersonal conflicts between students.	1	2 3 4 5
5.	Provide instruction to students on how to mediate their own conflicts.	1	2 3 4 5
6.	Provide cues, prompts to students who are mediating conflicts.	1	2 3 4 5
7.	Provide physical proximity for students with behavior problems.	1	2 3 4 5
8.	Circulate in classroom to provide behavioral supports where needed.	1	2 3 4 5
9.	Enforce class and school rules.	1	2 3 4 5
10.	Assist students who are self-managing behavior (provide cues, prompts).	1	2 3 4 5
11.	Help students develop/self-monitor organizational skills.	1	2 3 4 5
12.	Provide cues, prompts to students to use impulse/anger control/strategies.	1	2 3 4 5
13.	Provide cues, prompts to students to employ specific pro-social skills.	1	2 3 4 5
14.	Teach pro-social skill lessons.	1	2 3 4 5
15.	Facilitate appropriate social interactions among students.	1	2 3 4 5
16.	Assist other students in coping with the behaviors of specific students.	1	2 3 4 5
17.		1	2 3 4 5
18.		1	2 3 4 5
<i>Ethics</i>			
		Unprepared	Highly Skilled
1.	Maintain confidentiality of all information regarding students.	1	2 3 4 5
2.	Protect the privacy of students during personal care.	1	2 3 4 5
3.	Respect the dignity and rights of every child at all times.	1	2 3 4 5
4.	Report suspected child abuse according to law, policies, procedures.	1	2 3 4 5
5.	Abide by school district policies, school rules, and standards in all areas.	1	2 3 4 5
6.	Communicate with parents and families as indicated by the teacher.	1	2 3 4 5
7.	Provide accurate information about the student with all those who have the right/need to know [e.g. team members].	1	2 3 4 5
8.	Carry out all assigned duties responsibly, in a timely manner.	1	2 3 4 5
9.	Protect the welfare and safety of students at all times.	1	2 3 4 5
10.	Maintain composure/emotional control while working with students.	1	2 3 4 5
11.	Demonstrate punctuality, attendance, handle absences appropriately.	1	2 3 4 5

Paraeducator Skills and Confidence Inventory

(continued)

<i>Ethics (continued)</i>	Unprepared	Highly Skilled
12. Maintain acceptable hygiene and appearance.	1 2 3 4 5	
13.	1 2 3 4 5	
14.	1 2 3 4 5	
15.	1 2 3 4 5	

<i>Team Participation/Membership</i>	Unprepared	Highly Skilled
1. Meet with team as scheduled/directed.	1 2 3 4 5	
2. Participate in team meetings by contributing appropriate information, ideas, and assistance.	1 2 3 4 5	
3. Participate in team meetings by listening carefully to the ideas of others.	1 2 3 4 5	
4. Engage in appropriate problem-solving steps to resolve problems.	1 2 3 4 5	
5. Engage in mature conflict management steps/processes.	1 2 3 4 5	
6. Use appropriate communicative actions in adult-adult interactions.	1 2 3 4 5	
7. Respect the privacy/dignity of other adults.	1 2 3 4 5	
8. Participate in growth and development activities as specified in growth and development plan.	1 2 3 4 5	
9. Participate in school-wide growth and development activities as specified.	1 2 3 4 5	
10.	1 2 3 4 5	
11.	1 2 3 4 5	
12.	1 2 3 4 5	

<i>Clerical Work</i>	Unprepared	Highly Skilled
1. Take attendance.	1 2 3 4 5	
2. Type reports, tests, seat work, IEPs, assessment reports.	1 2 3 4 5	
3. Make copies.	1 2 3 4 5	
4. Sort and file student papers.	1 2 3 4 5	
5. Record grades.	1 2 3 4 5	
6. Collect fees (i.e. lab, book, milk, activity, etc.).	1 2 3 4 5	
7. Correct assigned student lessons/homework.	1 2 3 4 5	
8. Grade tests.	1 2 3 4 5	
9. Help with paperwork to facilitate parent-teacher appointments.	1 2 3 4 5	
10. Inventory materials and fill out routine forms.	1 2 3 4 5	

Paraeducator Skills and Confidence Inventory

(continued)

Clerical Work (continued)

	Unprepared	Highly Skilled
	1 2 3 4 5	
11. Make arrangements for field trips.	1 2 3 4 5	
12. Maintain files for IEPs, assessment reports, other program reports.	1 2 3 4 5	
13. Maintain databases of student information.	1 2 3 4 5	
14.	1 2 3 4 5	
15.	1 2 3 4 5	

Other

	Unprepared	Highly Skilled
	1 2 3 4 5	
1. Attend IEP meetings with teacher.	1 2 3 4 5	
2. Attend parent-teacher conferences with teacher.	1 2 3 4 5	
3. Communication with families (specify).	1 2 3 4 5	
4. Contribute unique skills and talents (specify).	1 2 3 4 5	
5. Attend other after school activities (specify).	1 2 3 4 5	
6.	1 2 3 4 5	
7.	1 2 3 4 5	
8.	1 2 3 4 5	
9.	1 2 3 4 5	

Module B Transparencies

Module B: Roles and Responsibilities of Paraeducators and Other Team Members

InTeamB-T1



- ***Differentiate between paraeducators' and professionals' roles and responsibilities.***
- ***Recognize the ethical and legal responsibilities of paraeducators (e.g. maintaining confidentiality, reporting child abuse).***
- ***Know the role of the paraeducator to lead students toward increasingly independent behavior.***

A Paraeducator is an Employee...

InTeamB-T2



- *Whose position is instructional or includes the delivery of direct services to students and/or parents; and*
- *Who is directed and supervised by a teacher or other professional who holds responsibility for the design and implementation of instruction based on state and local standards, IEPs, related service plans, individual learning plans, and language acquisition and academic service plans.*

Adapted from: The National Resource Center for Paraprofessionals in Special Education and Related Services

Who's Role Is It?

InTeamB-T3



<i>Task</i>	<i>Teacher</i>	<i>Paraeducator</i>
1. Testing a student with the Woodcock Johnson or other test.	<input type="checkbox"/>	<input type="checkbox"/>
2. Creating bulletin boards.	<input type="checkbox"/>	<input type="checkbox"/>
3. Xeroxing copies during class time.	<input type="checkbox"/>	<input type="checkbox"/>
4. Feeding a student at lunch time.	<input type="checkbox"/>	<input type="checkbox"/>
5. Calling a parent because of a discipline problem.	<input type="checkbox"/>	<input type="checkbox"/>
6. Teaching a reading group.	<input type="checkbox"/>	<input type="checkbox"/>
7. Administering a spelling test.	<input type="checkbox"/>	<input type="checkbox"/>
8. Lunch duty.	<input type="checkbox"/>	<input type="checkbox"/>
9. Administering medications.	<input type="checkbox"/>	<input type="checkbox"/>
10. Checking student's hair for lice.	<input type="checkbox"/>	<input type="checkbox"/>
11. Developing lesson plans with the teacher.	<input type="checkbox"/>	<input type="checkbox"/>
12. Changing diapers.	<input type="checkbox"/>	<input type="checkbox"/>
13. Supervising students in the community.	<input type="checkbox"/>	<input type="checkbox"/>
14. Developing a mini-lesson for math group.	<input type="checkbox"/>	<input type="checkbox"/>
15. Attending IEP meetings.	<input type="checkbox"/>	<input type="checkbox"/>
16. Recording data.	<input type="checkbox"/>	<input type="checkbox"/>
17. Writing a behavioral referral for a student.	<input type="checkbox"/>	<input type="checkbox"/>
18. Planning with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>
19. Checking tests and homework.	<input type="checkbox"/>	<input type="checkbox"/>
20. Reporting a case of abuse.	<input type="checkbox"/>	<input type="checkbox"/>
21. Discussing a student's personal problems.	<input type="checkbox"/>	<input type="checkbox"/>
22. Delegating a task to another paraeducator.	<input type="checkbox"/>	<input type="checkbox"/>

Roles of the Paraeducator

InTeamB-T4



- *Observe and record information about student performance and behavior.*
- *Provide instruction to individual students and small groups of students.*
- *Assist with the implementation of behavior management programs.*
- *Provide opportunities to practice skills in various learning environments.*
- *Facilitate the inclusion of students with disabilities into general education.*
- *Monitor playgrounds, lunchrooms, work in computer labs and libraries, and provide health services.*
- *Assist with speech, occupational, and physical therapies in the delivery of the related services.*

Roles Preformed By...

InTeamB-T5



Teacher

Paraeducator

Classroom

- Plans weekly schedule.

- Implements plan as specified by the teacher.

Organization

- Plans lessons/activities for entire class and individual students.
- Plans room arrangement and learning centers.

- Sets up instructional materials for use with students.

Assessment

- Assesses individual students.
- Administers test to entire class.

- Assists with monitoring, scoring, and may give daily or weekly criteria tests for IEP or other institutional/language objectives.

Setting Objectives

- Determines appropriate objectives for class and for individual students.

- Implements lessons to meet students' instructional objectives.

Teaching

- Teaches lessons for entire class, small groups, and individual students.

- Assists small groups and individuals with lessons, practice exercises, and monitors seat work for understanding.

Roles Preformed By...

(continued)

InTeamB-T5



Teacher

Paraeducator

Behavior Management

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Plans behavior management strategies for class and individual students. | <ul style="list-style-type: none"> ▪ Implements behavioral management strategies using the same emphasis and techniques as the teacher. ▪ May be responsible for data collection and observing and rewarding behavior. |
|---|--|

Working with Parents

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Meets with parents. ▪ Initiates conferences concerning student progress. | <ul style="list-style-type: none"> ▪ Meets with parents under direction of the teacher. |
|---|--|

Lesson Planning

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Plans lessons for students and paraeducators. | <ul style="list-style-type: none"> ▪ Carries out teacher's plans for students and assists teacher when appropriate. |
|---|--|

Building Classroom Partnerships

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Arranges schedule for conferences, shares goals and philosophy with paraeducators, and organizes job duties for paraeducators. | <ul style="list-style-type: none"> ▪ Shares ideas and concerns during conferences, and carries out duties as directed by the teacher. |
|--|--|

Roles Preformed By... ***(continued)***

InTeamB-T5



	<i>Teacher</i>	<i>Paraeducator</i>
<i>Revisions to Student Programming</i>	<ul style="list-style-type: none"> Revises student program based on progress and observation. 	<ul style="list-style-type: none"> Monitors student progress in educational programs and relates findings to the supervising teacher.
<i>Instructional Materials</i>	<ul style="list-style-type: none"> Designs instructional materials to complement IEP goals and educational objectives. 	<ul style="list-style-type: none"> Constructs or acquires instructional materials designed by the supervising teacher.
<i>Discipline</i>	<ul style="list-style-type: none"> Responsible for following district guidelines for discipline. Implements individualized discipline plans. 	<ul style="list-style-type: none"> Disciplines students following district or individualized plans communicated by the supervising teacher.

Clarifying the Role of the Paraeducator

InTeamB-T6



Paraeducators May...

- Be left alone in the classroom in a planned way, when the supervising teacher is called away for short periods of time, or for irregular events.
- Work without direct supervision with individuals or groups of students on concepts introduced by the teacher.
- Have specific instructional and management responsibility for students.
- Be involved in individual planning meetings if appropriate, and their duties with the student are substantial.

Paraeducators Should Not...

- Be used in place of a certified teacher.
- Teach completely new concepts and skills.
- Be given primary responsibility for working with individual students or groups of students.
- Be assigned to design a plan for individual needs in lieu of the supervising teacher.

Clarifying the Role of the Paraeducator

(continued)

InTeamB-T6



Paraeducators May...

- Be used to support integration of exceptional students in general classes, give tests orally, and/or provide other services necessary for the student to participate in the classroom.
- Be assigned record-keeping tasks that support classroom instruction.
- Assist the teacher in supervising assemblies and group field trips.
- Take individual students on school related errands, job interviews, recreation, or shopping.

Paraeducators Should Not...

- Be given sole responsibility for the inclusion of students.
- Be given sole responsibility to teach students because of language differences or limited English proficiency.
- Be used to entirely carry out clerical responsibilities.
- Take full responsibility for supervising field trips or assemblies.
- Take on other non-teaching duties usually assigned to teachers.

Confidentiality

Confidential information about the student includes:

- *Results of formal and informal assessments,*
- *Records of students behavior in the educational setting,*
- *Performance level and academic progress,*
- *Family relationships and other personal matters, and*
- *Family income or economic status.*

Confidential Information

InTeamB-T8



- *Transcripts*
- *Video and Audiotapes of Students*
- *Medical Records*
- *Family Information*
- *Assessment Results*
- *Reports from Juvenile Court or Social Service Agencies*
- *Behavior Programming Issues*
- *IEP and Case Study Information*
- *Correspondence Concerning the Student*
- *Language Proficiency Classifications*

Professional and Ethical Work Behaviors

InTeamB-T9



- *Respecting Human and Legal Rights*
- *Maintaining Strict Confidentiality*
- *Following District Guidelines and Procedures*
- *Being a Dependable and Cooperative Team Member*
- *Seeking Information from Various Sources*

Relationships with Students and Parents

InTeamB-T10



Paraeducators Should...

- *Discuss school problems and confidential matters only with appropriate personnel.*
- *Refrain from engaging in discriminatory practices based on a student's disability, race, sex, language, cultural background, or religion.*
- *Respect the dignity, privacy and individuality of all students, their families, and staff members.*
- *Be a positive adult role model.*

-William Heller, University of South Florida, St. Petersburg

Accepting Responsibility

Paraeducators should:

- *Engage only in activities for which they are qualified or trained.*
- *Not communicate student progress or concerns with parents or others unless directed to do so by the supervising teacher.*
- *Refer concerns about the students by other students, parents, teachers, etc. to the supervising teacher.*
- *Recognize that the supervising teacher has the ultimate responsibility for instruction and management of the educational environment.*
- *Follow instructions prescribed by the supervising teacher.*
- *Ask the supervising teacher for directions and guidance if questions arise.*
- *Observe and share findings with the supervising teacher concerning the children with whom they work.*

Relationships with Teachers

InTeamB-T12



Paraeducators Should...

- *Recognize the teacher as the supervisor in the setting.*
- *Establish communication and a positive relationship with the teacher.*
- *Follow the school district's grievance procedure when problems cannot be solved.*
- *Discuss concerns and questions about the teacher or his/her teaching methods with the teacher.*
- *Readily share information about students and the educational setting with the teacher.*

-William Heller, University of South Florida, St. Petersburg

Discussion Scenarios



Scenario 1

- *Mrs. Brown, a paraeducator, has had an extremely rough day with a student. She is eating lunch in the teacher's lounge, with another paraeducator, and starts to vent about the student's behavior problems and why the family can't exert more control over him.*

Scenario 2

- *Mr. Davis, a paraeducator, is organizing the files for the teacher he is assigned to work for this year. Suddenly, he is called away to help with a behavior problem and he did not have time to put the file back into the cabinet.*

Scenario 3

- *Ms. Harp, a paraeducator, is working with a group of students in math. She does not fully understand the concept she is supposed to be teaching but feels she can figure it out as she teaches.*

Levels of Support

InTeamB-T14



Transitional

- *To assist temporarily.*

Low

- *Always available but not on a regular basis.*

Medium

- *Necessary on a regular basis.*

High

- *Absolutely necessary for the student to learn and must be provided consistently.*

Intrusive Guidelines

You Know You're Being Less Intrusive When you...

- *Use “wait time” to see if the student follows teacher directions and works independently.*
- *Dignify the student by not singling him/her out in front of others when giving support with a low tone of voice and/or assisting several students at once in a group.*
- *“Know” the student and give just the right amount of support, not too much and not too little.*
- *Give support and the student does not react in a negative manner (embarrassed, angry or noncompliant).*
- *Move on to other students once the support is given.*
- *Don't give support when none is needed, but do give specific praise to any student for work done well.*
- *Provide support with a stress on building student independence and perseverance.*
- *Assist other students needing help.*

Module C: A Team Approach to Classroom Instruction

Instructional Teamwork Academy

Module C: A Team Approach to Classroom Instruction



A. Module Goals

Using the **Module C: A Team Approach to Classroom Instruction** handout and transparency (**H1/T1**), review the goals of the module.

1. Identify the components of an effective direct instruction lesson.
2. Recognize the characteristics of an effective cooperative learning lesson.
3. Know the value of peer-teaching.
4. Know how to follow a written lesson plan.
5. Know the rationale of cognitive modeling and coaching.



B. Discussion

Briefly review section **3.1: Why Students Attend School** from Module B. Emphasize strengthening abilities and learning skills that will assist them as lifelong learners. Review how critical the role of the teacher and the paraeducator are in the student's achievement of these abilities and skills. Pose the following questions to the group and discuss their responses.

- What kind of skills do you have to assist in the instructional process?
- Do you feel that you have the skills needed to provide direct instruction, set up a cooperative learning lesson, facilitate peer teaching, follow a teacher delivered lesson plan or to discuss cognitive modeling and coaching?



Goal 1: Identify the components of an effective direct instruction lesson.



1.1 Lecture: Elements of Effective Instruction

Using the **Planning for an Effective Instruction** handout and transparency (H2/T2), review the components and elements of effective instruction.

- Anticipatory Set
- Purpose Of Activity
- Pre-Test/Needs Assessment
- Give Information
- Model
- Checking For Understanding
- Verbal Rehearsal
- Guided Group Practice
- Independent Practice
- Post-Test
- Generalization

Use examples that relate to multiple ages and activities that can occur in K-12 school experiences. Allow opportunity for multiple questions and answers. When reviewing component of *Guided Practice* use the **Practical Applications of Guided Practices** handout and transparency (H3/T3).



1.2 Activity: Personal Reflection

Paraeducators will have an opportunity to reflect upon personal or observed use of effective teaching practices.



1.2.1 Steps

- Having discussed the above listed elements of effective teaching, ask paraeducators to spend 5 to 10 minutes of reflective time thinking about specific teaching opportunities that they have during their school day and how they could use the elements of effective teaching to better enhance their teaching skills and student learning.
- Ask them to report examples of these opportunities to the class.
- List their examples on chart paper and ask the rest of the class to respond with discussion regarding the examples.



1.3 Activity: Using Chopsticks

The purpose of this activity is to provide paraeducators the opportunity to receive direct instruction through the modeling of a lesson plan. The activity will model the steps outlined in the lecture, Elements of Effective Instruction.



1.3.1 Steps

- Materials Needed:
 - ↳ One pair of chopsticks per person
 - ↳ Various size food objects per person
 - ↳ Marshmallows
 - ↳ A peanut
 - ↳ A couple of lifesavers
 - ↳ Gumdrops
 - ↳ M&M's for later
 - ↳ One paper bowl per person
 - ↳ A napkin
- Walk and talk paraeducators through each of the eleven elements.
- 1. Anticipatory Set
 - ↳ Ask the class if they have ever gone to a Chinese restaurant for dinner and been embarrassed because they had to ask for a fork, or
 - ↳ If they have ever tried to use the chopsticks they found by their place only to drop the won-ton down their front.
- 2. The Objective and Purpose
 - ↳ Explain to the participants that today you are going to work together to correct that problem.
 - ↳ Tell them, "You are going to learn to eat with chopsticks."



1.3.2 Lecture: Anticipatory Set as Applied to Direct Teaching

Always tell students what you are going to be doing and why you will be doing it. Use a multi-sensory approach (oral, written, signed, gestured, pictures, calendar communication system, and demonstration). In an inclusive educational setting, the classroom teacher will probably be doing this but the paraeducator may have to expand the communication of information for students who do not benefit from just the general teacher presentation. The paraeducator may need to make adjustments in the delivery of information to students if the student will be learning a specific part of the activity rather than the entire lesson that the rest of the class will be

completing.

3. & 4. Pre-Test/Needs Assessment and Giving Information

- ↳ Instruct the participants to try to pick up the objects from the bowl using their chopsticks and place them on the napkin next to it.
- ↳ Ask how many had objects falling on the floor or rolling off the table.
- ↳ Instruct the class that today they will learn the correct way to hold chopsticks and how to pick-up and control objects. Reassure them that you will practice until they feel their clothes will be safe the next time they go out for Chinese food.

5. Model

- ↳ Walk through the process. The participants should simply observe.
 - ▶ What do I notice about the two sticks?
 - ▶ What are the similarities and the differences?
 - ▶ When I hold them in my hand, I notice one stick remains immobile and one stick is pivotal.
 - ▶ The immobile stick is held by resting the small end across my ring finger, extending about 4 to 4 1/2 inches beyond finger. The large end is resting in the “V” between thumb and index finger.
 - ▶ Pressure is exerted on the immobile stick by pressing the thumb toward the index finger and the middle finger pressing on the stick in opposition to the thumb.
 - ▶ The second stick is held between my thumb and forefinger, resting on my middle finger.
 - ▶ The two sticks are the same length when they are held in place.
 - ▶ By moving my forefinger and middle finger in unison, the second stick has a pivotal action.
 - ▶ Using this action, I can pinch food and lift it to my mouth safely.



1.3.3 Lecture: Modeling as Applied to Direct Teaching

Always show students what you would like them to do. Model or demonstrate it yourself or have another student model the learning. REMEMBER to use simple directions. Use single step instructions if needed and limit the number of steps to learn at one time. Do not

repeat directions multiple times but allow the student time to process the instructions and make an attempt. Keep in mind that for many students with significant cognitive disabilities the repeat of verbal instruction can begin the process over for the student rather than assist them in task completion.

Another area of modeling for students who are learning English as a second language or who have handicapping conditions is the use of ***prompt***. Verbal directions, as discussed above, are a form of prompt. Any visual, physical, or verbal cue can be considered a prompt. It is best that having been given general instructions students be given enough time to begin a task before receiving another prompt of any sort. Building in a prompt to begin before every task often teaches students that they cannot begin any task in life without first receiving a prompt, thus labeling them as “prompt dependent” and not independent. Some students may know how to complete all parts of a task but cannot perform the task independently because they wait for a prompt. All prompts should enable a student to complete the task successfully.

6. Checking for Understanding
 - Talk the participants through the modeling stage again, this time having them follow along, checking their own hand position.
 - Instruct them not to try picking anything up.
7. Verbal Rehearsal
 - Talk them through the steps again, this time having the paraeducators check their neighbor’s hand position.
 - Again, instruct them not to pick anything up.
8. Guided-Group Practice
 - Ask the group if everyone now has their chopsticks in position.
 - Instruct participants to try to pick up a marshmallow and put it into their mouths without dropping it.
 - Look for those who are having problems and assist them or have other students assist them.
 - Repeat with gumdrops.



1.3.4 Lecture: Practice as Applied to Direct Teaching of Children

Allow students time to practice the skill many times, in many settings and with many individuals. Always check for accuracy. Successful learning of task means that the student can use the skill in more than one setting and the skill has been “generalized” to multiple areas of the

student's life. Practice should occur in many places as part of the learning experience. Remember to provide assistance only as needed.

9. Independent Practice
 - ↳ Instruct the class to eat the remainder of their food, using their chopsticks.
 - ↳ Give feedback and redirect as necessary.
10. Post-Test
 - ↳ Explain to the class that now that they have the hang of it, you are going to try a more difficult food.
 - ↳ Pass out the M&M's.
 - ↳ Instruct the paraeducators to eat all they can get to their mouth, using their chopsticks.
11. Generalization
 - ↳ Suggest to the class that they visit a Chinese restaurant soon.



1.3.5 Lecture: Generalization as Applied to Direct Teaching

Having practiced the skill in many settings and having checked for generalization make sure that the student has opportunity to independently use the skill in a “real” environment, the environment in which the skill is most likely to occur and be needed.



Goal 2: Recognize the characteristics of an effective cooperative learning lesson.



2.1 Discussion: Cooperative-Learning Groups

When teaching and working in classrooms that include students with a variety and range of skills and abilities, it becomes possible to teach students using cooperative-learning groups. Cooperative learning involves students working together in small groups toward a common goal. Each student brings different skills and abilities to the group situation. It is the responsibility of the teacher to arrange and facilitate these groups in such a way that all students in the group benefit from the shared learning experience. There are immediate strengths and differences that are apparent in the use of cooperative-learning groups rather than traditional-learning groups. Use the **Learning Groups** handout and transparency (H4/T4).

Cooperative Learning Groups

- Positive Interdependence
- Individual Accountability
- Heterogeneous Membership
- Shared Leadership
- Responsible for Each Other
- Task and Maintenance Emphasized
- Social Skills Directly Taught
- Teacher is Facilitator
- Group Processing Occurs

Traditional Learning Groups

- No Interdependence
- No Individual Accountability
- Homogeneous Membership
- One Appointed Leader
- Responsible Only for Self
- Only Task Emphasized
- Social Skills Assumed or Ignored
- Teacher is the Leader
- No Group Processing

There are two goals for cooperative-learning groups in the teaching process:

1. Increasing student achievement, and
2. Increasing individual student socialization and interpersonal skills.

Some characteristics of a cooperative learning group could be:

- A small group (4-6 students).
- Group members are heterogeneous by ability and language.
- Members are multi-cultural.
- Group decisions provide a fair reward and evaluation system.
- Group members have assigned roles and responsibilities.
- Groups develop group rules with teacher assistance for ownership.



2.2 Discussion: Cooperative Learning Groups

Cooperative learning groups can be used for many teaching and learning purposes and are often composed for different reasons. Use the **Purposes of Cooperative-Learning Groups** transparency (T5) to facilitate a discussion regarding the various purposes for cooperative-learning groups. Ask participants to provide and discuss examples of each type of group.

Team Learning

- All group members are working together to learn new material for later recall.

Expert Learning Groups

- Each student becomes an expert on a particular topic and then teaches that topic to the rest of the cooperative learning group.

Collaborative Task Completion

- Students plan how the task will be completed and by whom.

Collaborative Problem Solving

- Group members work together to investigate or solve a problem.



2.3 Lecture: Methodologies and Outcomes of Cooperative-Learning Groups

When attempting to determine whether to use a cooperative learning group it is sometimes helpful to review the outcomes of using a group and then determine if those outcomes match the desired outcome of the teaching activity in which the paraeducator is going to be engaged.

Present the **Methodologies and Outcomes of Cooperative-Learning Groups** handout (H5).

Positive Interdependence

- Students perceive that they need each other in order to complete the group's task (sink or swim together). Teachers may structure positive interdependence by establishing mutual goals (to learn and make sure all other group members learn), joint rewards (if all group members achieve the above criteria, each will receive bonus points), shared resources (one paper for each group or each member receives part of

the required information), and assigned roles (“summarizer,” “encourager of participation,” “elaborator”).

Face-to-Face Promotive Interaction

- Students promote each other’s learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates. Teachers structure the groups so that the students sit knee to knee and talk through each aspect of the assignment.

Individual Accountability

- Each student’s performance is frequently assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member to give the answer.

Interpersonal and Small-Group Skills

- Groups cannot function effectively if students do not have and use the needed social skills as purposefully and precisely as academic skills. Collaborative skills include leadership, decision-making, trust building, communication, and conflict management skills.

Group Processing

- Groups need a specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Teachers structure groups by assigning such tasks as:
 - List at least three member actions that helped the group be successful, and
 - List one action that could be added to make the group even more successful tomorrow.
- Teachers also monitor the groups and give feedback on how well the groups are working together to the groups and the class as a whole.



Goal 3: Know the value of peer-teaching.



3.1 Lecture: Peer-Teaching

Present the **Peer-Teaching** transparency (T6).

Peer-teaching involves students working together, with one student acting as a tutor to a student who needs to develop a skill or achieve instructional objectives. The primary purpose of peer-teaching is to assist students in:

- Developing academic and non-academic skills,
- Improving self-confidence,
- Developing a positive attitude toward learning, and
- Promoting effective communication skills.



3.2 Lecture: Types of Peer-Teaching

Present the **Types of Peer-Teaching** handout and transparency (H6/T7).

Parallel/Coordinate Peer-Teaching

- Two or more learners working together on their own projects are encouraged to exchange comments and thus help each other accomplish their individual tasks.

Didactic Peer-Teaching

- One learner acts as the “teacher” to help the other learn.

Collaborative Interaction

- There is not a clear leader-follower pattern. Children equally share the power of directing the activity that is taking place.

Onlooker-Peer Interaction

- This interaction usually occurs in a traditional classroom setting and involves one child looking at what another has done.



3.3 Activity: Spell the Word

Paraeducators will take a spelling test consisting of words that they have probably not

heard or attempted to spell before. The words are actual words and a definition is provided to give to participants after they have taken the test.



3.3.1 Steps

- Administer the spelling test.
 - ↳ quinte (kant): The fifth position in fencing.
 - ↳ vroww (vrō): A woman in Dutch South Africa.
 - ↳ iwis (Ywis'): An Old English word for certainly, or assuredly.
 - ↳ joule (jewel): A unit of heat.
 - ↳ eulachon (you-la-kon): Another name for a Candlefish.
- Provide the proper spelling and definitions.
- Divide the class into groups of two.
- Instruct the participants to review the peer-teaching models that they have just covered and act as peer-teachers, using which ever model they are comfortable with, and assist each other in learning the spelling words and retaking the test. Take approximately 15 minutes for this activity.
- After they have administered the test to each other, review the process that they used and encourage discussion about the use of these techniques in K-12 classrooms.



Note to Instructor: While students are working with each other in a peer teaching capacity, the cruise about the room, listening and guiding the activities where assistance is needed.



3.3.2 Lecture: Cruising and Assisting

Review with participants what **cruising** and **assisting** means, referring to your use of these techniques during the activity. Emphasize that cruising and assisting are critical parts of an effective use of peer-teaching. Peer-teaching is not open-ended or unguided. It provides a mean for the teacher to observe an active learning process with all students in the classroom and assist more critically where assistance is needed.



Goal 4: Know how to follow a written lesson plan.



4.1 Lecture: Purpose and Use of Lesson Plans

In most instructional settings, there will be some differences in the class in general. Even in Bilingual/ESL-contained settings, the expectations within any given task will differ from student to student. Teachers often choose to assist paraeducators in “keeping track” of these multiple differences and specific needs by preparing a lesson plan for the paraeducator to follow. The teacher generally has the expectation that in most cases the plan will be followed and will be of assistance to the paraeducator. The plan also increases the possibility of quality communication between the teacher and the paraeducator because it provides the means for focused and specific discussions regarding what is working for the paraeducator and what is not working. This is critical in maximizing learning opportunities for students.



4.2 Activity: Lesson Plan Design

Paraeducators will participate in designing a lesson plan that defines what they would need in order to be as independent as possible with students in inclusive educational settings.



4.2.1 Steps

- Divide the class into groups of 4 to 6 people at each table.
- Provide each group with a piece of chart paper and markers and ask them to list what they believe makes a good lesson plan.
- Have groups report what they feel are the most important characteristics of a good lesson plan and write their responses on a transparency. Each group should hang their chart papers for the entire class to review while they are reporting to the class.
- Discuss the commonalities and differences.



4.3 Lecture: Important Points of a Lesson Plan

Many steps in a lesson plan are combined but all need to be thought through when following a lesson plan.

When following a lesson plan, remember that direct teaching is teaching each needed

skill or process, nothing is incidental. Never assume the students will “pick it up.” If you want them to know it, teach it.

Most of us understand and learn something better if we can see it performed rather than just hearing a description of what to do. Students also learn by planned imitation. Modeling (walking the walk) and cognitive coaching (talking the talk), are very important for students with special learning needs. These students need to learn how to learn. Learning the walk and the talk of the skill will make transference and generalization of the new skill easier. The skill won’t remain in the isolation of your lesson, but rather, the student can walk and talk the skill in new situations effectively.

Guided-group practice allows time for teacher feedback and peer feedback. They can still get help before they learn the skill incorrectly.

Generalization and transference are important for students to know. They want to know what good the skill will be to them outside of the school setting. Their buy-in will make teaching much easier.



4.4 Lecture: What Do I Do When...

Even with a good lesson plan in hand, there are often incidents in the daily teaching experience that the lesson plan did not accommodate for.

Present the **What Do I Do When...** handout and transparency (H7/T8).

What do I do when...

- **I run out of prepared lesson but there is still time left in class?**
 - ↳ Always have a filler (academic trivia questions, mind teasers, hangman with vocabulary, games that review topic).
 - ↳ Have an extension worksheet prepared in advance.
 - ↳ Prepare a deck of study cards that students can pick from and which lead to a discussion.
- **I run out of time but there is still part of the lesson to cover?**
 - ↳ Don’t rush the lesson. Be sure to cover the objective. Let the teacher know where you ended and what, if anything, caused the delay or confusion. Leave a note so the lesson can be picked up at that point.
- **The prepared lesson is too hard?**
 - ↳ Stop and reassess skills. Do the students have the necessary preliminary skills? If not, do a mini-lesson on those skills,

then go back to the prepared lesson.

- **The prepared lesson is too easy?**
 - ↳ Have students prepare this lesson to teach to a lower grade. Have them discover the critical elements, progression of skills, review their knowledge, and practice to present. If possible, have them teach this lesson to a lower grade.
- **The teacher is absent and the lesson wasn't prepared?**
 - ↳ See if there are instructions in the sub plan.
 - ↳ Review material learned in earlier lessons and have students use information in a new situation.
- **The materials are missing, I don't have enough, or they are broken?**
 - ↳ Always double check materials in the morning. Replace if possible, if not, see if you can adapt the activity so you don't need the materials.
- **A student comes to group or class late and misses part of the lesson?**
 - ↳ Have another student in the group summarize what was covered. Other students can add details and examples.
- **A student leaves group or class early and misses a learning activity?**
 - ↳ Arrange to work with student during free-time (recess, off hour).
 - ↳ Have student come in after school or early the next morning.
- **There are behavior problems?**
 - ↳ See the handouts from the Behavior Management or Significant Behavior Support Needs Academies.
 - ↳ Know school and district policies regarding discipline.



Goal 5: Know the rationale of cognitive modeling and coaching.



5.1 Lecture: Cognitive Modeling and Coaching

Distribute the **Cognitive Modeling and Coaching** handout (H8).

Cognitive Modeling and Coaching refers to models which exhibit learning and coping strategies through bodily actions and the voicing of thoughts about how to task analyze directions, find alternative solutions, monitor the effects of their actions, correct errors, and deal effectively with stress.

Using opportunities to role-model and using social stories are important in developing ways to visualize a problem-solving process. Center the lecture around the metacognitive skills of children, “knowing how they know,” understanding their own problem-solving skills, and accessing and using them as needed. Take this to a practical level and discuss situations in the school day when paraeducators can have opportunities to figure out problems and then role-play them using the mode that they “figured out.”

Problem-solving skills play an important role in the lives of everyone. It is critically important that children learn problem-solving skills. In some cases, students may not know that they already have these skills and may need to be concretely taught that they do have skills and abilities in these areas and exactly what those are. One example of this is to give students the opportunity to explain how they came to the answers and conclusions that they arrived at and then create another opportunity for them to practice the skill again while reviewing the steps that they used. In order to assist students in this process there are some helpful steps that can be followed:

- Ask the student to rephrase or explain the directions that they have been given.
- Ask the student to begin to explain how they should proceed, given these instructions.
- Ask the student what product they think that they will arrive at when they have completed the task and followed the directions.
- Ask the student where they think they may have problems completing the task, which parts will be difficult for them.
- Ask the student to explain what it is that they think they do not know that will make this part of the task difficult for them.
- Begin teaching toward the problem areas for the student and then give the student the opportunity to practice the specific skill that was

problematic for them and then ask them to complete the entire task, start to finish, incorporating the areas of new learning.

- Ask the student to explain what the new learning was and how the student was able to use it to complete the task.



5.2 Discussion: Practical Applications of Cognitive Modeling

Engage participants in a discussion regarding practical applications of the concepts and theories of cognitive modeling. Ask the participants to provide examples of situations where cognitive modeling and coaching would be helpful to students. Ask them to discuss the situations and how they would use this model to address the situation.

Module C Handouts

Module C: A Team Approach to Classroom Instruction

1. Identify the components of an effective direct instruction lesson.
2. Recognize the characteristics of an effective cooperative learning lesson.
3. Know the value of peer-teaching.
4. Know how to follow a written lesson plan.
5. Know the rationale of cognitive modeling and coaching.

Planning for Effective Instruction

Anticipatory Set

- Focus attention to shift tasks.

The Objective and Purpose

- What they will learn and why.

Pre-Test/Needs Assessment

- Find out what they already know.

Describe

- Tell what they will learn and how.

Model

- Walk through and talk through the task.

Checking for Understanding

- Clarify terms, process, and materials.

Verbal Rehearsal

- Students talk through steps in “rapid-fire.”

Guided-Group Practice

- Large or small group samples of task.

Independent Practice

- Provide individual work with immediate feedback while working.

Post-Test

- Students complete similar activity alone without support.

Generalization

- How it can be used in “real-life” situations.

Practical Applications of Guided Practice

Do work on short meaningful units.

- Let's learn these three words.
- Let's concentrate on your eights.
- What were the two words on this page that slowed you down?

Do work for short concentrated periods.

- Let's see how much you can get down in the next five minutes.
- Let's see how many you can learn before recess.

Do review something a student learned when you previously worked with him or her.

- Let's see if you remember your eights.
- Let's check the words you learned last time before we move on.

Do practice something new in many different contexts.

- What two numbers will make five?
- What other two numbers will make five?
- What other two numbers?
- Use "courageous" in a sentence that will help us know what it means. Can you think of another sentence? Use it in another sentence.

Do have a student practice something new several times while you are there.

- Now that you know that word, I am going to see if you remember it in a few minutes.

Practical Applications of Guided Practice (continued)

DON'T work on a long unrelated series.

- Let's work on all ten of these words.
- Let's work on the 100 multiplication facts.
- Let's work on all the new words in this story.

DON'T drag out practice periods.

- Let's see how much you can get done today.
- I'll be here all morning to help you with your math.

DON'T skip an opportunity to review previously learned material.

- You learned your eights last week; let's move on to your nines.
- You learned five words last time, now let's try five new words.

DON'T practice something new only once.

- What two numbers make five?
- What two numbers make six?
- What two numbers make seven?
- Use "courageous" in a sentence.
- Use "novel" in a sentence.
- Use "barracks" in a sentence.

DON'T have a student learn something new and then forget it.

- You learned a new word, be sure you remember it.

Learning Groups

Groups are used in many classrooms and are different from traditional learning groups.

Cooperative Learning Groups

- Positive Interdependence
- Individual Accountability
- Heterogeneous Membership
- Shared Leadership
- Responsible for Each Other
- Task & Maintenance Emphasized
- Social Skills Directly Taught
- Teacher is Facilitator
- Group Processing Occurs

Traditional Learning Groups

- No Interdependence
- No Individual Accountability
- Homogeneous Membership
- One Appointed Leader
- Responsible Only for Self
- Only Task Emphasized
- Social Skills Assumed or Ignored
- Teacher is the Leader
- No Group Processing

Methodologies and Outcomes of Cooperative-Learning Groups

■ **Positive Interdependence**

Students perceive that they need each other in order to complete the group's task (sink or swim together). Teachers may structure positive interdependence by establishing mutual goals (to learn and make sure all other group members learn), joint rewards (if all group members achieve above criteria, each will receive bonus points), shared resources (one paper for each group or each member receives part of the required information), and assigned roles ("summarizer," "encourager of participation," "elaborator").

■ **Face-to-Face Promotive Interaction**

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates. Teachers structure the groups so that the students sit knee to knee and talk through each aspect of the assignment.

■ **Individual Accountability**

Each student's performance is frequently assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member to give the answer.

■ **Interpersonal and Small Group Skills**

Groups cannot function effectively if students do not have and use the needed social skills as purposefully and precisely as academic skills. Collaborative skills include leadership, decision-making, trust building, communication, and conflict management skills.

■ **Group Processing**

Groups need a specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Teachers structure groups by assigning such tasks as:

- ↳ List at least three member actions that helped the group be successful, and
- ↳ List one action that could be added to make the group even more successful tomorrow.

Teachers also monitor the groups and give feedback on how well the groups are working together to the groups and the class as a whole.

Types of Peer-Teaching

- **Parallel/Coordinate Peer-Teaching**

Two or more learners working together on their own projects are encouraged to exchange comments and thus help each other accomplish their individual tasks.

- **Didactic Peer-Teaching**

One learner acts as the “teacher” to help the other learn.

- **Collaborative Interaction**

There is not a clear leader-follower pattern. Children equally share the power of directing the activity that is taking place.

- **Onlooker Peer Interaction**

This interaction usually occurs in a traditional classroom setting and involves one child looking at what another has done.

What Do I Do When...

I run out of prepared lesson but there is still time left in class?

- Always have a filler (academic trivia questions, mind teasers, hangman with vocabulary, games that review topic).
- Have an extension worksheet prepared in advance.
- Prepare a deck of study cards that students can pick from and which lead to a discussion.

I run out of time but there is still part of the lesson to cover?

- Don't rush the lesson. Be sure to cover the objective. Let the teacher know where you ended and what, if anything, caused the delay or confusion. Leave a note so the lesson can be picked up at that point.

The prepared lesson is too hard?

- Stop and reassess skills. Do the students have the necessary preliminary skills? If not, do a mini-lesson on those skills, then go back to the prepared lesson.

The prepared lesson is too easy?

- Have students prepare this lesson to teach to a lower grade. Have them discover the critical elements, progression of skills, review their knowledge, and practice to present. If possible, have them teach this lesson to a lower grade.

The teacher is absent and the lesson wasn't prepared?

- See if there are instructions in the sub plan.
- Review material learned in earlier lessons and have students use information in a new situation.

The materials are missing, I don't have enough, or they are broken?

- Always double check materials in the morning. Replace if possible, if not, see if you can adapt the activity so you don't need the materials.

What Do I Do When... (continued)

A student comes to group or class late and misses part of the lesson?

- Have another student in the group summarize what was covered. Other students can add details and examples.

A student leaves group or class early and misses a learning activity?

- Arrange to work with student during free-time (recess, off hour).
- Have student come in after school or early the next morning.

There are behavior problems?

- See handouts from the Behavior Management or Significant Behavior Support Needs Academies.
- Know school and district policies regarding discipline.

Cognitive Modeling and Coaching

Cognitive models are those which exhibit learning and coping strategies, through bodily actions and the voicing of thoughts about how to task analyze directions, find alternative solutions, monitor the effects of their actions, correct errors, and deal effectively with stress.

In order to assist students in this process there are some helpful steps that can be followed:

- Ask the student to rephrase or explain the directions that they have been given.
- Ask the student to begin to explain how they should proceed, given these instructions.
- Ask the student what product they think that they will arrive at when they have completed the task and followed the directions.
- Ask the student where they think they may have problems completing the task, what parts will be difficult for them.
- Ask the student to explain what it is that they think they do not know that will make this part of the task difficult for them.
- Begin teaching toward the problem areas for the student and then give the student the opportunity to practice the specific skill that was problematic for them and then ask them to complete the entire task, start to finish, incorporating the areas of new learning.
- Ask the student to explain what the new learning was and how they were able to use it to complete the task.

Module C Transparencies

Module C: A Team Approach to Classroom Instruction

InTeamC-T1



- ***Identify the components of an effective direct instruction lesson.***
- ***Recognize the characteristics of an effective cooperative learning lesson.***
- ***Know the value of peer-teaching.***
- ***Know how to follow a written lesson plan.***
- ***Know the rationale of cognitive modeling and coaching.***

Planning for Effective Instruction

InTeamC-T2



Anticipatory Set

- *Focus attention to shift tasks.*

The Objective and Purpose

- *What they will learn and why.*

Pre-Test/Needs Assessment

- *Find out what they already know.*

Describe

- *Tell what they will learn and how.*

Model

- *Walk through and talk through the task.*

Checking for Understanding

- *Clarify terms, process, and materials.*

Planning for Effective Instruction

(continued)

InTeamC-T2



Verbal Rehearsal

- *Students talk through steps in “rapid-fire.”*

Guided-Group Practice

- *Large or small group samples of task.*

Independent Practice

- *Provide individual work with immediate feedback while working.*

Post-Test

- *Students complete similar activity alone without support.*

Generalization

- *How it can be used in “real-life” situations.*

Practical Applications of Guided-Practice

InTeamC-T3



- *Do work on short meaningful units.*
- *Do work for short concentrated periods.*
- *Do review something a student learned when you previously worked with him or her.*
- *Do practice something new in many different contexts.*
- *Do have a student practice something new several times while you are there.*

Applications of Guided-Practice Concepts

(continued)

InTeamC-T3



- *DON'T work on a long unrelated series.*
- *DON'T drag out practice periods.*
- *DON'T skip an opportunity to review previously learned material.*
- *DON'T practice something new only once.*
- *DON'T have a student learn something new and then “forget it.”*

Learning Groups

Cooperative-Learning Groups

- *Positive Interdependence*
- *Individual Accountability*
- *Heterogeneous Membership*
- *Shared Leadership*
- *Responsible for Each Other*
- *Task and Maintenance Emphasized*
- *Social Skills Directly Taught*
- *Teacher is Facilitator*
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Traditional-Learning Groups

- *No Interdependence*
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- *One Appointed Leader*
- *Responsible Only for Self*
- *Only Task Emphasized*
- *Social Skills Assumed or Ignored*
- *Teacher is the Leader*
- *No Group Processing*

Purposes of Cooperative-Learning Groups

InTeamC-T5



Team Learning

- *All group members are working together to learn new material for later recall.*

Expert Learning Groups

- *Each student becomes an expert on a particular topic and then teaches that topic to the rest of the cooperative learning group.*

Collaborative Task Completion

- *Students plan how the task will be completed and by whom.*

Collaborative Problem Solving

- *Group members work together to investigate or solve a problem.*

Peer-Teaching

Peer teaching involves students working together with one student acting as a tutor to another student who needs to develop a skill or achieve an instructional objective.

- *Develops Academic and Non-Academic Skills*
- *Improves Self-Confidence*
- *Develops a Positive Attitude Toward Learning*
- *Promotes Effective Communication Skills*

Types of Peer-Teaching

InTeamC-T7



- *Parallel/Coordinate Peer-Teaching*
- *Didactic Peer-Teaching*
- *Collaborative Interaction*
- *Onlooker-Peer Interaction*

What Do I Do When...

InTeamC-T8



- *I run out of the prepared lesson but there is still time left in class?*
- *I run out of time but there is still part of the lesson to cover?*
- *The prepared lesson is too hard or too easy?*
- *The teacher is absent and the lesson wasn't prepared?*
- *Materials are missing, don't have enough, or they are broken?*
- *A student comes to group or class late and misses part of the lesson?*
- *A student leaves group or class early and misses a learning activity?*
- *There are behavior problems?*

Module D: A Team Approach to Behavior Management

Instructional Teamwork Academy

Module D: A Team Approach to Behavior Management



A. Module Goals

Using the **Module D: A Team Approach to Behavior Management** handout and transparency (**H1/T1**), review the goals of the module.

1. Know basic principles of behavior modification.
2. Recognize the need for functional assessment of behavior.
3. Know how to establish basic rules, procedures, and routines with students.
4. Know basic principles of communication with students.
5. Know basic management strategies for minor behavior problems.



Note to Instructor: Just as in the previous module, **Module C: A Team Approach to Classroom Instruction**, team members often have to teach in isolation from each other. As team members, paraeducators are relied upon to have good skills for managing the behavior of students they will be teaching. The following module will provide information and techniques regarding basic behavior management.



Goal 1: Know basic principles of behavior modification.



1.1 Activity: Defining Behavior

Paraeducators will participate in an activity that will assist them in beginning to understand what behavior is.



1.1.1 Steps

- Divide the participants into groups and have them share what they think behavior is.
- Have them record on chart paper what they think behavior is.
- Have the groups share their ideas with the class.



1.2 Lecture: What is Behavior?

Present the **Behavior Must Be...** transparency (T2).

Review the basic principles of behavior. Emphasize that before we can have the discussion of how to manage behaviors we must have a clear understanding of what behavior is.

- Behavior is observable:
 - ↳ It can be seen.
 - ↳ It can be heard.
 - ↳ It can be identified.
- Behavior is measurable:
 - ↳ It can be counted.
 - ↳ It can be timed.

Behavior typically falls into two separate categories, desirable (appropriate) and undesirable (inappropriate). Some behaviors are desirable in one environment and not in another. For example, learning to use a louder voice when talking to others may be desirable in the classroom, but not desirable in an all school assembly. That is why we have to be specific about describing and identifying behaviors when we determine that we would like to see a behavior be changed, managed, or modified.



1.3 Discussion: Appropriate and Inappropriate Behaviors

Divide a blank transparency in half. Ask participants to give examples of behaviors and record them on the transparency. Lead a discussion about when and where these behaviors are appropriate and inappropriate. Address the issue that there are few behaviors that are not appropriate in some specific setting, and that also there are a few behaviors that are inappropriate in all settings.



1.4 Activity: Observability and Measurability

Paraeducators will participate in an activity designed to help identify behaviors and their characteristics.



1.4.1 Steps

- Divide the participants into groups.
- Have each group list on chart paper and discuss behaviors that can be observed, counted, and timed.
- Have each group pick one behavior to discuss, defining it by the principles they have reviewed thus far: observability and measurability.



1.5 Activity: Characteristics of Behavior

Paraeducators will participate in an activity to further their understanding of the characteristics of behavior.



1.5.1 Steps

- Have the participants remain in the groups from the previous activity.
- Using the list of behaviors generated during **1.3 Discussion: Appropriate and Inappropriate Behaviors**, assign one behavior to each group.
- Present and briefly review the **Characteristics of Behavior** transparency (**T3**).
- Thinking about their assigned behavior, have the groups discuss the following questions.
 - ↳ All Behavior Has Meaning.
 - ⇒ What do you think a student may be attempting to convey to others through use of this behavior?

- ↳ Behavior is Learned.
 - ⇒ How do you think this behavior may have become a learned response or strategy? How likely is it that a student would continue to use this behavior as a response or strategy that would work for them?
- ↳ Behavior that Brings Reward Will Be Repeated.
 - ⇒ Think of some examples and discuss the cycles that learners and teachers can develop (positive and negative cycles).
- ↳ Behavior that is Repeated Becomes Habitual.
 - ⇒ What are some examples of various behaviors you have worked with that were habitual (positive and negative)?
- Have the groups share and discuss with the class their responses to the questions.



1.6 Discussion: Behavior Can Be Changed

Using the **Behavior Can Be Changed** transparency (T4), lead a discussion regarding some theories and beliefs that support behavioral change.

When a behavior has been a part of an individual's repertoire for a long time, it may be difficult to change. Ask the participants for examples of behaviors they have come across that are like this.

Some behaviors that are perceived as difficult or challenging may be used to communicate needs or to gain the attention of others. Ask the participants to provide examples.

Planning strategies designed to change human behavior should be based on objective data. Ask the participants to provide examples of and discuss methods they have implemented to collect data. Their answers should include standardized testing, checklists, anecdotal records, interviewing, frequency or duration notes. Discuss any methods that are not provided in their examples, and any other methods that may have come up.

Each person learns in a different way and responds to different types of teaching strategies. Ask the participants to suggest various teaching strategies paraeducators and teachers implement to complement the various learning styles. Record their responses on a transparency and discuss each one.



1.7 Discussion: Kinds of Encouragement

Encouragement and positive reinforcement are stronger teaching techniques than disapproval and punishment. Have the participants provide examples of skills they learned through positive and negative reinforcements. Ask them which technique worked the best.

Present the **Kinds of Encouragement** transparency (T5). Ask the participants for examples of each of the types of encouragement listed below. Write the examples on the transparency.

- Recognize a child's good feelings about her/himself.
- Notice when a child does something useful. Appreciate his/her contribution.
- Notice when the child is entertaining her/himself.
- Encourage sharing.
- Help the child to develop his/her strengths.
- Notice persistence at difficult jobs and acknowledge effort.
- Have faith in the child (one of the greatest gifts that you can give).



1.8 Discussion: The Characteristics of Why Students Misbehave

Ask the group for reasons students misbehave. Record the responses on chart paper.

Distribute the **Why Students Misbehave** handout (H2) and use it to facilitate a discussion which includes the responses previously given.

- Attention-Getting
 - ↳ Students are seeking proof of acceptance through what they can get others to give them, in this case, attention. They disrupt, ask special favors, continually need help with assignments, refuse to work unless the teacher/paraeducator hovers over them, or ask irrelevant questions. Remember: Negative attention is better than no attention at all.
- Power/Control-Seeking
 - ↳ Students feel that defying adults is the only way they can get what they want. Their need for power or control is expressed through arguing, contradicting, lying, having temper tantrums, and exhibiting hostility.
- Revenge-Seeking
 - ↳ Hurting others makes up for being hurt. They seek revenge

and thereby set themselves up for punishment. They can act vicious, cruel, and violent. These students are deeply discouraged and feel totally worthless and unlovable.

- Displaying Inadequacy
 - ↳ Students feel no need to try and act as though they are unable. They refuse to respond to motivation and passively refuse to participate in classroom activities.



1.9 Lecture: Identifying Mistaken Goals

Using the **Identifying Mistaken Goals** handout (H3), review the following information.

Teacher/paraeducator responses often indicate what type of behavior the student is exhibiting. If teachers/paraeducators feel:

- Annoyed, it indicates attention-seeking behavior.
- Threatened, it indicates power-seeking behavior.
- Hurt, it indicates revenge.
- Powerless, it indicates student displaying inadequacy.

Another way to identify mistaken goals is to observe students' reactions to being corrected:

If Students:

Then Their Goal Is:

- | | |
|---|---------------------------|
| ▪ Stop behavior and then repeat it | ...Getting attention. |
| ▪ Refuse to stop, or increase the behavior | ...Power seeking. |
| ▪ Become violent or hostile | ...Getting revenge. |
| ▪ Refuse to cooperate, participate, or interact | ...Displaying inadequacy. |



1.10 Lecture: Reasons for Behavior

Present the **Reasons for Behavior** transparency (T6).

Most behaviors typically occur for two reasons.

1. Task Avoidance
 - ↳ The student may not understand or be able to perform a specific task, or the student may have lost the motivation to complete the task.
2. Attention Getting

- Very often a student may see he/she cannot get positive attention from a teacher, and so will settle for any type of attention.



Goal 2: Recognize the need for functional assessment of behavior.



2.1 Lecture: What is a Functional Assessment?

The most important assessments are usually done informally and relate to the functional skills of the individual. Most of us would have a difficult time if it were necessary for us to meet the criterion of a specific test battery in order to get on with our lives. For example, what if bowling with an average of 200 was set as a criteria for us to go to our next life goal? This assessment relates directly to the life and educational goals of the individual person. When we know what an individual's goals are then it is possible to look at the steps leading up to that goal, and determine whether or not each has been accomplished. When deciding to intervene with behavior it is typical to use a functional assessment to gather information that will assist in determining what, how, when and where to go about using a behavior intervention.

Using the **Functional Assessment Questions** handout (H4), review the following types of questions typically included in a functional assessment.

- Identify the behavior that needs to be replaced.
 - ↳ When is the behavior happening (at what times of the day)?
 - ↳ When is the behavior not happening?
 - ↳ How often is it happening in each setting?
 - ↳ How long is it lasting?
 - ↳ Where is it taking place (home, school, etc.)?
 - ↳ Where is it not taking place?
 - ↳ What happens before and after the behavior?
 - ↳ Is the desired behavior within the student's ability?
 - ↳ What can I do to help the student be successful?
 - ↳ Is an intervention needed or is it a developmental problem?
 - ↳ Is the student being rewarded in any way for this behavior? Is the student getting attention or revenge? Does it make the student feel powerful? Is the student doing it to avoid failing another task?
- Implement the chosen plan to modify the behavior.
 - ↳ What are the results?
 - ↳ What needs to be changed?



2.2 Activity: Functional Assessment Use

Paraeducators will use previously learned information regarding functional assessment to analyze a scenario and make recommendations.



2.2.1 Steps

- Divide the participants into groups and distribute the **Functional Assessment Use** handout (**H5**).
- Have the groups assess the scenario using functional assessment questions from the previous lecture and record their recommendations.
- Have the groups share and discuss their recommendations with the class.



2.3 Lecture: Effective Use of Functional Positive Reinforcement

The most critical element for effectively managing challenging behaviors in the classroom is determining the positive reinforcement that will be made available to students contingent upon their appropriate behavior.

Many forms of natural positive reinforcement are available in school settings if one only looks for them. It is simple to forget the natural resources which are available for use as powerful contingent reinforcements, based on appropriate behavior.

Using the **Positive Reinforces** handout (**H6**), review the following:
Positive reinforcers that you may want to use:

- Access to lunchroom snack machines (student supplies money).
- Attend school dances.
- Attend school assemblies.
- Be first in line (to anything).
- Be team captain.
- Care for class pets.
- Choose activity or game for class.
- Class field trips.
- Decorate the classroom.
- An extra portion at lunch.
- An extra P.E., recess, or break time.
- Free time to use specific equipment/supplies.
- Give the student a place to display work.
- Have the use of a school locker.

- Help custodian.
- Omit certain assignments.
- Pass out papers.
- Run errands.
- Run film projector or video player for class.
- Serve as class or office messenger or aide.
- Sharpen class pencils.
- Sit by a friend.
- Time with favorite adult or peer.
- Tutor in class or with younger students.
- Use of playground or P.E. equipment.
- Use of class Walkman or tape recorder.
- Use of magic markers and/or art supplies.
- Visit the principal.
- Visit the school library.
- Water class plants.
- Work as lunchroom server.
- Write on chalkboard.



Goal 3: Know how to establish basic rules, procedures, and routines with students.



3.1 Discussion: Rule-Setting and Its Uses

Paraeducators will participate in activity to further their understanding and skills regarding rule-setting and its uses with students.

Present and discuss the **Rule Setting Must Be...** handout and transparency (H7/T7).
Rule-setting must be...

- Clear. There should be no questions about what the rule says. Ask the participants to provide examples of rules that are stated clearly.
- Specific. The rule should focus on only one point. Ask the participants to provide examples of points that are important to classroom management.
- Age Appropriate. Develop the rules for the average age of the classroom. They must not be too hard or too easy (an insult) for students in your classroom to follow. Ask the participants to provide examples of ages they would be likely to develop an age-appropriate rule for.
- Fair. If the rule is not fair the students will lose respect for it. Ask the participants for examples of rules that are not fair.
- Enforceable. If the rule can not be enforced then it should not be developed. Ask the participants for examples of rules that can be enforced and rules that cannot be enforced.
- Positive. Keep the “do not” out of communication and the “do” in. Ask the participants for examples of positive ways to communicate the rules.



Goal 4: Know basic principles of communication with students.



4.1 Activity: Pass Right-Pass Left

Paraeducators will participate in an activity that furthers their understanding of the principles of communication.



4.1.1 Steps

- Materials Needed:
 - ↳ Copy of The Wright Family Story
 - ↳ One small item, such as a penny or button that can be easily passed from hand to hand, for each person in the group.
- Have the entire group form a circle. The best format is to have them seated on the floor sitting cross-legged. If this will not work with your group, you can have them in chairs or standing in a circle.
- Give each person in the circle a penny (or some other small item).
- Tell the group that you are going to read them a story and every time they hear any word that sounds like “right” or “left,” they are to pass the object to the person on their right or left, depending on what they heard.
- Start reading the story slowly so that they have a chance to catch on to what you want them to do.
- After a few passes stop the story and ask them how they are doing.
- Check to see that everyone has a button in his hand. If your group is typical, some will have two or three buttons and others will not have any.
- Have them redistribute the buttons so that everyone has one again.
- Now continue to read the story, getting faster as you go.
- Stop the story a couple of more times to check on how they are doing.

Life With the Wright Family

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course, this made Aunt Linda Wright so mad that she left the house immediately, yelling, “It will be a right cold day before I return.”

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright, and got into the car and left. Unfortunately, as they turned out of the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry, he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This, of course, got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car, too. Father Wright was left with Tommy Wright who was playing a game in the back seat.

With all of this going on Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, "I wish the Wright family had never left the house today!"



4.1.2 Discussion: Communication

Discuss the following questions with the participants.

- What was happening during this activity?
- What made the activity difficult to accomplish?
- What impact did other people have on your ability to stay up with the story?
- How did you feel during the activity?
- What would have made this activity easier to accomplish?
- How hard was it to listen and pass the objects at the same time?
- How much of the story can you remember?
- How seriously did everyone take the activity?

- What impact did the level of seriousness have on the activity?
- What can this activity tell us about communication?
- How hard were you concentrating during the activity?
- How hard were the people concentrating on either side of you?
- How does this level of concentration compare with what you do when someone is talking to you?
- Describe a situation you have had where someone was not really listening to you when you were telling them something? How did that make you feel?



4.2 Discussion: Variables that Affect Communication

Lead a discussion regarding the variables that affect communication. Ask the participants to provide examples of how they effectively and ineffectively communicate with students.

There are many variables that can affect communication with students during the school day. Using the **Variables that Effect Communication** handout (H8), review the following list and ask paraeducators to provide examples of each variable.

- Do not use a question format when giving a directive (Isn't it time?; Wouldn't you like...).
- Get close to the student when giving a directive (approximately three feet).
- Use a quiet voice, do not yell.
- Give eye contact.
- Give the student time (5 to 10 seconds to respond, then give the same directive again).
- Do not nag (give directive twice then follow through with a preplanned consequence).
- Do not give multiple requests (one at a time).
- Describe the behavior you want (specific and well-described behavior rather than global requests).
- Be non-emotional. Stay calm. Yelling, threatening gestures, ugly faces, etc. only reduce compliance.
- Make more "start" requests than "stop" requests ("Do"...try to refrain from starting communication with the word "don't").
- Verbally reinforce compliance (reward when students comply).

Ask the participants to provide examples of and to discuss how communication

between students and paraeducators and/or teachers can break down.



4.3 Lecture: Tips that Foster Good Communication

Present the **General Classroom Communication** handout and transparencies (H9).

- Look Inward
 - ↳ Check your attitude. Start each class with a smile and enthusiasm and keep it up!
 - ↳ Display a positive attitude in and out of the classroom.
 - ↳ Leave your problems outside of the classroom.
 - ↳ Be friendly with all of your students.
 - ↳ Remember when you were that age and how you wanted to be treated. Would you want to be a student in your classroom?
 - ↳ Use humor whenever possible to alleviate tension.
 - ↳ Be sincere and know you can help all students.
 - ↳ Respect all students.
 - ↳ Work to improve your teaching techniques.
- Consistency and Modeling
 - ↳ When conflict arises take time to think. Never do anything in anger.
 - ↳ Follow up with a positive action after a conflict.
 - ↳ Watch the tone and volume of voice.
 - ↳ Never hesitate to tell a student that you are sorry.
 - ↳ Avoid sarcasm.
 - ↳ Encourage and praise your students.
 - ↳ Develop a feeling of group cohesiveness.
 - ↳ Work on developing a positive feeling with each student.
 - ↳ Avoid rules which you cannot enforce.
 - ↳ Have realistic expectations of students.
 - ↳ Avoid the use of vindictive or mass punishment.
 - ↳ Ignore minor disturbances.
 - ↳ Call each student by name.
- Physical Arrangement of the Classroom
 - ↳ Make sure you can reach all the learners at any time.
 - ↳ Rearrange your room as needed.
 - ↳ Designate a place where students can go when they need time alone.
 - ↳ Switch learning groups often.
- Routine Organization

- Start and end your class on time.
- Share you classroom rules with other teachers/paraeducators.
- Make rules clear and easy to follow.
- Have materials on hand and ready to go.
- Have clear expectations of student work.



Goal 5: Know basic management strategies for minor behavior problems.



5.1 Activity: Count the F's

Paraeducators will participate in an activity that will assist them in attaining a better understanding of management strategies for minor behavior problems.



5.1.1 Steps

- Use the **Count the F's** transparency (T8). Cover the transparency so as not to show what is on it.
- When everyone is ready let them see the following passage:
 ↪ FEATURE FILMS ARE THE RESULT OF YEARS OF
 SCIENTIFIC STUDY COMBINED WITH THE
 EXPERIENCE OF YEARS.
- Ask them to count how many F's appear in the passage. Allow only 30 seconds for them to do this.
- Have them write down their answer, and then turn the overhead off.
- Ask how many saw three, four, five, and six F's. Usually only 10% of the group will see all six F's.



5.1.2 Discussion: Paying Attention to Details

Lead a discussion regarding the activity and paying attention to detail. Pose the following questions to the participants.

- Why couldn't everyone see all the F's?
- Have you been in situations where only the important things get attention?
- Who decides what's important?
- How can we persuade people to pay more attention to detail?
- Is it always important?



5.2 Discussion: Preventive Techniques To Control Behavior

Lead a discussion directed at helping the participants in obtaining a broader understanding of preventative techniques to control behavior.

Have the participants think of and write down a behavior problem that they know of

or have personally encountered as a paraeducator. These should not be examples of extreme behaviors but of the typical ones that they are likely to encounter during their school experience.

Distribute and review the **Preventative Techniques to Control Behavior (H10)**. Ask the paraeducators to reflect on the techniques and how they would influence the behavior problem that they listed.

- Planned Ignoring
 - ↳ Not responding at all. No body language or talking. Get to another part of the room. Recognize the child appropriately when they are behaving.
- Signal Intervention
 - ↳ Shake of the head, whisper, motion of hand, blink lights. Don't wait until you are angry.
- Proximity Control
 - ↳ Cruising, walking around the class, positioning yourself near the problem.
- Interest Boosting
 - ↳ Can be used anytime. As a teacher you can feel when you're losing a class, be prepared to change approach or subject matter in mid-stream.
- Humor
 - ↳ Ward off an explosive situation, laugh it off lightly. Make light of the situation and proceed. Don't dwell on it, and don't belittle the student.
- Hurdle Help
 - ↳ If you see a child is having problems, let him know that you know he is having a hard time and you're there to help.
- Restructuring the Classroom
 - ↳ Reassign chairs, new seating chart. Change class routine or wall hangings.
 - ↳ Remove objects that will cause problems.
- Antiseptic Bounce
 - ↳ You can see a crisis coming, especially as frustration builds. Do something before the problem explodes. Get the child out of the room, send them on an errand without making it appear as punishment. In fact, make it a pleasant break.
- Become Their Fans
 - ↳ Many students' lives have been filled with failure. These students need you to build them up by showing genuine

interest in their work, praising their accomplishments, and being excited over their successes.

- Be Specific, Consistent, and Simple in Your Rules
 - ↳ Tell them what you want and how it is to be done. Maintain consistency.
- Use the Positive rather than the Negative
 - ↳ Keep statement positive, for example:
 - ⇒ Negative: “Take your feet off the chair.”
 - ⇒ Positive: “Put you feet on the floor.”
 - ↳ Watch for little accomplishments that you can recognize with positive verbal praise.

REMEMBER...

- Save Your Threats
 - ↳ You usually regret making them anyway. However, once made, you’d better carry them out.
- Trust Them
 - ↳ When a student gives you an excuse or reason explaining his behavior, accept it. Check later!! In this way, the student has no out of “not being trusted.”
- Be Just
 - ↳ If you do not witness an incident, handle all those involved alike. Beware of biases and self-fulfilling prophecies.
- Avoid Arguing
 - ↳ The student will always win. Comments such as “I know” or, “That must really make you feel bad” will keep the student from having the last word. When in doubt, don’t answer.

Ask the participants to share and discuss their reflections.



Module D Handouts

Module D: A Team Approach to Behavior Management

1. Know basic principles of behavior modification.
2. Recognize the need for functional assessment of behavior.
3. Know how to establish basic rules, procedures, and routines with students.
4. Know basic principles of communication with students.
5. Know basic management strategies for minor behavior problems.

Why Students Misbehave

Attention Getting

Students are seeking proof of acceptance through what they can get others to give them, in this case, attention. They disrupt, ask special favors, continually need help with assignments, refuse to work unless the teacher/paraeducator hovers over them, or ask irrelevant questions. Remember, negative attention is better than no attention at all.

Power/Control Seeking

Students feel that defying adults is the only way they can get what they want. Their need for power or control is expressed through arguing, contradicting, lying, having temper tantrums, and exhibiting hostility.

Revenge Seeking

Hurting others makes up for being hurt. They seek revenge and thereby set themselves up for punishment. They can act vicious, cruel and violent. These students are deeply discouraged and feel totally worthless and unlovable.

Displaying Inadequacy

Students feel no need to try and act as though they are unable. They refuse to respond to motivation and passively refuse to participate in classroom activities.

Identifying Mistaken Goals

Teacher/paraeducator responses often indicate what type of behavior the student is exhibiting. If teachers/paraeducators feel:

- Annoyed, it indicates attention-seeking behavior.
- Threatened, it indicates power-seeking behavior.
- Hurt, it indicates revenge.
- Powerless, it indicates the student is displaying inadequacy.

Another way to identify mistaken goals is to observe students' reactions to being corrected:

If Students:	Then Their Goal Is:
Stop behavior and then repeat it	...Getting attention.
Refuse to stop, or increase the behavior	...Power seeking.
Become violent or hostile	...Getting revenge.
Refuse to cooperate, participate, or interact	...Displaying inadequacy.

Functional Assessment Questions

Identify the behavior that needs to be replaced.

- When is the behavior happening (at what times of the day)?
- When is the behavior not happening?
- How often is it happening in each setting?
- How long is it lasting?
- Where is it taking place (home, school, etc.)?
- Where is it not taking place?
- What happens before and after the behavior?
- Is the desired behavior within the student's ability?
- What can I do to help the student be successful?
- Is an intervention needed or is it a developmental problem?
- Is the student being rewarded in any way for this behavior? Is the student getting attention or revenge? Does it make the student feel powerful? Is the student doing it to avoid failing another task?

Implement the chosen plan to modify the behavior.

- What are the results?
- What needs to be changed?

Functional Assessment Use

Scenario

Tim is in the second grade and has a real tough time concentrating and keeping his hands to himself. He cannot complete a task without the help of the teacher. He is very unorganized and loses his possessions. The parents and teachers had discussed retention in the first grade but decided against it. He has some of the same problems with concentration at home. He seems to pick on his little sister all the time and his mom has to get involved. Tim has some good friends in the class, but he can get very aggressive and feels the way to resolve his feelings is to fight. Tim plays on a baseball team and loves it. He enjoys drawing and is very good in art.

Positive Reinforcers

- Access to lunchroom snack machines (student supplies money).
- Attend school dances.
- Attend school assemblies.
- Be first in line (to anything).
- Be team captain.
- Care for class pets.
- Choose activity or game for class.
- Class field trips.
- Decorate the classroom.
- An extra portion at lunch.
- An extra P.E., recess, or break time.
- Free time to use specific equipment/supplies.
- Give the student a place to display work.
- Have the use of a school locker.
- Help custodian.
- Omit certain assignments.
- Pass out papers.
- Run errands.
- Run film projector or video player for class.
- Serve as class or office messenger or aide.
- Sharpen class pencils.
- Sit by a friend.
- Time with favorite adult or peer.
- Tutor in class or with younger students.
- Use of playground or P.E. equipment.
- Use of class Walkman or tape recorder.
- Use of magic markers and/or art supplies.
- Visit the principal.
- Visit the school library.
- Water class plants.
- Work as lunchroom server.
- Write on chalkboard.

Rule-Setting Must Be...

- **Clear.** There should be no questions about what the rule says.
- **Specific.** The rule should focus on only one point.
- **Age-Appropriate.** Develop the rules for the average age of the classroom. They must not be too hard or too easy (an insult) for students in your classroom to follow.
- **Fair.** If the rule is not fair, the students will lose respect.
- **Enforceable.** If the rule can not be enforced then it should not be developed.
- **Positive.** Keep the “do not” out of communication and the “do” in.

Variables That Affect Communication

- Do not use a question format when giving a directive (Isn't it time?; Wouldn't you like?).
- Get close to the student when giving a directive (approximately three feet).
- Use a quiet voice, do not yell.
- Give eye contact.
- Give the student time (5 to 10 seconds to respond, then give the same directive again).
- Do not nag (give directive twice, then follow through with a preplanned consequence).
- Do not give multiple requests (one at a time).
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- Make more "start" requests than "stop" requests ("do..." try to refrain from starting communication with the word "don't").
- Verbally reinforce compliance (reward when students comply).

General Classroom Communication

Look Inward

- Check your attitude. Start each class with a smile and enthusiasm, and keep it up!
- Display a positive attitude, in and out of the classroom.
- Leave your problems outside of the classroom.
- Be friendly with all of your students.
- Remember when you were that age and how you wanted to be treated. Would you want to be a student in your classroom?
- Use humor whenever possible to alleviate tension.
- Be sincere and know you can help all students.
- Respect all students.
- Work to improve your teaching techniques.

Consistency and Modeling

- When conflict arises take time to think. Never do anything in anger.
- Follow up with a positive action after a conflict.
- Watch the tone and volume of your voice.
- Never hesitate to tell a student you are sorry.
- Avoid sarcasm when dealing with behavior.
- Encourage and praise your students.
- Develop a feeling of group cohesiveness.
- Work on developing a positive feeling with each student.
- Avoid rules which you cannot enforce.
- Have realistic expectations of students.
- Avoid the use of vindictive or mass punishment.
- Ignore minor disturbances.
- Call each student by name.

General Classroom Communication

(continued)

Physical Arrangement of the Classroom

- Make sure you can reach all the learners at any time.
- Rearrange your room as needed.
- Designate a place where students can go when they need time alone.
- Switch learning groups often.

Routine Organization

- Start and end your class on time.
- Share your classroom rules with other teachers/paraeducators.
- Make rules clear and easy to follow.
- Have materials on hand and ready to go.
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Preventive Techniques To Control Behavior

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Preventive Techniques To Control Behavior

(continued)

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Be Just

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Avoid Arguing

- The student will always win. Comments such as "I know" or, "That must really make you feel bad" will keep the student from having the last word. When in doubt, don't answer.

Module D Transparencies

Module D: A Team Approach to Behavior Management

InTeamD-T1



- ***Know basic principles of behavior modification.***
- ***Recognize the need for functional assessment of behavior.***
- ***Know how to establish basic rules, procedures, and routines with students.***
- ***Know basic principles of communication with students.***
- ***Know basic management strategies for minor behavior problems.***

Behavior Must Be...

InTeamD-T2



Observable.

- *It can be seen.*
- *It can be heard.*
- *It can be identified.*

Measurable.

- *It can be counted.*
- *It can be timed.*

Characteristics of Behavior

InTeamD-T3



- *All behavior has meaning.*
- *Behavior is learned.*
- *Behavior that brings reward will be repeated.*
- *Behavior that is repeated becomes habitual.*

Behavior Can Be Changed

InTeamD-T4



- *Behavior may be difficult to change.*
- *Behaviors may be used to communicate needs or to gain attention.*
- *Strategies to change behavior should be based on data.*
- *People learn differently and respond to different strategies.*
- *Encouragement and positive reinforcement are stronger teaching techniques than disapproval and punishment.*

Kinds of Encouragement

InTeamD-T5



- *Recognize a child's good feelings about her/himself.*
- *Notice when a child does something useful.*
- *Appreciate his/her contribution.*
- *Notice when the child is entertaining her/himself.*
- *Encourage sharing.*
- *Help the child to develop his/her strengths.*
- *Notice persistence at difficult jobs and acknowledge effort.*
- *Have faith in the child (one of the greatest gifts that you can give).*

Reasons for Behavior

InTeamD-T6



Behavior usually occurs for two reasons.

- 1. Task Avoidance*
- 2. Attention Getting*

Rule-Setting Must Be...

InTeamD-T7



- *Clear*
- *Specific*
- *Age-Appropriate*
- *Fair*
- *Enforceable*
- *Positive*

Count The F's...

InTeamD-T8



***FEATURE FILMS ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE EXPERIENCE
OF YEARS.***